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## Gender Representations in U.S. Ed.D. Dissertations: A Feminist Content Analysis

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Gender Representations in U.S. Ed.D. Dissertations: A Feminist Content  
Analysis

by

Debora Kay Nelli

A dissertation submitted in partial fulfillment of the  
requirements for the degree of

Doctor of Education  
in  
Educational Leadership: Postsecondary Education

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# GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

## Abstract

Educational access, achievement and opportunity for students and educators in U.S. educational institutions is influenced and often limited by gender. Although the U.S. Glass Ceiling Commission reports that the gender equity values, beliefs and commitments of institutional leaders are a key factor in reducing institutional gender inequities (U.S. Dept of Labor, 1995), very little is known about the current preparation or evaluation of educational leadership values, especially at the doctoral level (Hess & Kelly, 2007, Grogan & Andrews, 2002; Levine, 2005; Murphy & Vriesenga, 2004).

This study utilized feminist content analysis as a conceptual framework and research methodology to examine the collective gender equity values, beliefs and commitments of educational leaders represented in a key textual artifact of doctoral study, the Educational Doctorate (Ed.D.) dissertation.

This sequential mixed method content analysis examines 15,014 dissertation titles of Ed.D dissertations completed from 112 U.S. public doctoral granting institutions between 1998-2007 to identify 1185 dissertations indicating gender in their title. A purposeful sample of 177 abstracts was selected from emergent themes for further analysis. The final research phase examined a

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purposeful sample of 9 complete dissertation texts selected from the analysis of the abstracts. The research focused on two questions, 1.) How prevalent is gender focused inquiry in recent Ed.D. dissertation scholarship, from 1998-2007? 2.) What are the cultural gender beliefs and gender conceptualizations represented in Ed.D. dissertation scholarship from 1998-2007?

The findings indicate gender focused inquiry is not prevalent in Ed.D. dissertation titles, in public doctoral granting institutions from 1998-2007; only 7.4 % indicated any mention of gender. The findings also revealed great institutional variation in the prevalence of gender focused dissertations in the 112 institutions examined.

Three themes also emerged from patterns of representations illuminating problematic gender cultural beliefs, 1.) male leadership and intellectual authority is privileged, 2.) Black males are “othered”, 3.) Latinas are silenced. Three additional problematic themes of gender bias are revealed because of scanty representation in the sample, 1.) LGTBIQ issues silenced, 2.) Title IX trivialized and 3.) Feminism marginalized. Each of these three gender focused categories represented less than 1% of the Ed.D. dissertations completed in U.S. public doctoral granting universities between 1998-2007.

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The findings have implications for program planning of doctoral Ed. D. programs for the development of gender equity dispositions. The findings also contribute to the discipline by adding to the knowledge of Ed. D. dissertation content. This report includes recommendation for future research and practice.

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### Dedication

This dissertation is dedicated to my children, Ryan and Tony, who are a constant source of inspiration and joy. Follow your passion, run your own race and enjoy the adventure.

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### Acknowledgements

I'd like to express my appreciation to the educators, scholars and diversity advocates who served on my dissertation committee: Dr. Jacqueline Temple for her patient reading and timely, valuable feedback throughout my qualifying exams and dissertation writing process, Dr. Michael Smith for his consistent support and encouragement throughout my doctoral studies, Dr. Samuel Henry for always having an open door, heart and mind to graduate students and Dr. Yves Labissierre for understanding and supporting scholarship that illuminates systemic and institutional inequities.

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### **Chapter 1. Introduction**

An individual's gender influences and often limits their educational access, achievement, and opportunities in U.S. educational institutions. Gender discrimination can impact the emotional, social and economic lives of the students who attend U.S. educational institutions and the educators who work within them (ASHE, 2007; Glass, 2000; Kindland & Thompson, 2002; Pollack, 2002; Sadker & Sadker 1994).

Gender discrimination occurs in observable examples of differential expectations and treatment of students such as: a.) underestimating the intellectual abilities of female students in comparison to males (American Association of University Women, 1991; Bombardieri, 2005; Kerr, 1994; Sadker & Sadker, 1994; Sandler, Silverberg & Hall, 1996), b.) targeting male students for special education and behavior referrals (Sadker & Sadker, 1994; Sandler, 1984; Sandler, Silverberg & Hall, 1996), and c.) persecuting LGTBQ (Lesbian, Gay, Transgender, Bisexual, Intersexed or Queer/Questioning) students (Kosciw & Diaz, 2005). Since educational leaders are charged with the responsibility for students in their care, gender discrimination towards students should be an issue that merits attention.

Additionally, educational leaders are not only charged with the responsibility for students in their care, in like manner, their values, beliefs and commitments impact the gender equity climate for employees in educational



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institutions (ASHE, 2007; Glass, 2000). Educators and administrators in U.S. educational institutions often experience differential expectations and treatment because of their gender. For example, female postsecondary educators are less likely to obtain positions, receive tenure or advance into higher ranks in prestigious higher education institutions than their male colleagues (AAUW, 2004; AAUP, 2006; Banerji, 2006; Wilson, 2006). Additionally, female faculty pay is only 81% of male faculty pay, representing a gendered pay gap that has been constant for over 30 years (Banerji, 2006).

In 2000 Glass reported that while 75% of K-12 public school employees were female and 90% of elementary teachers were female, only 13% of school superintendents were female (Glass, 2000). Nearly a decade later the American Association of School Administrators report that progress has been made towards gender equity in K-12 school leadership; 22% of school superintendents are now female, but at the current rate of change it will take 3 decades before females and males achieve parity in top educational leadership positions (Holland, 2011).

These examples indicate that gender inequity is a problem for students, faculty and administrators in U.S. educational institutions. However, findings of the 1995 U.S. Glass Ceiling Commission identified key factors in ameliorating institutional gender discrimination were the values, beliefs, and commitments of the institution's leaders (U.S. Dept of Labor, 1995). The pivotal role leaders play in

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either reproducing or disrupting institutional gender inequity makes it essential to examine academic cultural artifacts for insights into the expressed and implied values, beliefs and commitments of future educational leaders regarding gender issues.

### **Purpose Statement**

Understanding the values, beliefs and commitments of future educational leaders is a crucial first step to creating graduate programs and professional socialization experiences that can prepare educational leaders to recognize, address and ameliorate gender discrimination in U.S. educational institutions.

This study will examine gender focused Ed.D. dissertation scholarship from U.S. public doctoral granting institutions between 1998-2007, as indicated by the dissertation title. Feminist content analysis will be utilized as a conceptual framework and research methodology to examine the gender consciousness, cultural beliefs and gender conceptualization of future educational leaders as represented in a key textual culminating artifact of doctoral study, the Educational Doctorate (Ed.D.) dissertation.

### **Research Questions**

This inquiry into the values, beliefs and commitments of future educational leaders will focus on two questions, 1.) How prevalent is gender focused inquiry in recent Ed.D. dissertation scholarship, from 1998-2007? 2.) What are the cultural

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gender beliefs and gender conceptualizations represented in Ed.D. dissertation scholarship from 1998-2007?

### **Key Terms**

The following section will define and explain the key terms as they are used in this research study.

*Educational leader*, as used in this study, denotes graduates of Ed.D. doctoral programs and encompasses a wide range of leadership roles including: K-12 administrators, teacher-leaders, postsecondary faculty, administrators or student services personnel, training and professional development personnel, public, private, philanthropic or governmental educational institution advisory and support staff, educational researchers and educational policymakers.

*Academic socialization* refers to the process where a discipline's behavioral norms, standards and values are internalized by graduate students during their doctoral study. It includes information about values and norms received from course content, disciplinary research, academic professional organizations, advising relationships, formal instructional and informal conversations with faculty, administrators and graduate peers.

*Gender*, as used in this study, is not a signifier of biological difference, but is a socially constructed category that prescribes certain behaviors and privileges based on that categorization.

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*Gender equity* means attaining parity between humans in “quality of life, academic and work outcomes valued in our society without limitations associated with gender stereotypes, gender roles or prejudices” whether they define themselves as male, female, or refuse traditional binary gender categorizations (Klein, Kramarae & Richardson, 2007, p.2.)

*Gender discrimination* is synonymous with the absence of gender equity and describes the differential assignment of rights, privileges and responsibilities on the basis of gender or gender expression.

*LGTBIQ* is an acronym that describes individuals who identify as Lesbian, Gay, Transgendered, Bisexual, Inter-sexed or Queer.

*Gender focused study* indicates gender is used as either a category of analysis, sampling criteria, variable examined, or gendered representation of a person, theory, program or building named as subject of study, or other salient gender issue in the dissertation research as indicated by the Ed.D. dissertation title. The term gender focused study for this project includes research that examines female, male or LGTBIQ issues.

*Gender consciousness* refers to an ideological awareness of how gender shapes the lives and fortunes of males and females differently (Gurin,1985). This study quantifies gender focused dissertation study titles to indicate gender consciousness.

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*Cultural gender beliefs* are a “culture’s shared beliefs about the roles, behavior, and personality traits of males and females” (Klein, et al. p.26). Cultural gender beliefs are often synonymous with stereotypes. This study examines explicit and implicit cultural gender beliefs represented in the sample. Tetreault’s Phase Theory is one of the tools used in this study to assess cultural gender beliefs.

*Gender conceptualization* refers to how educational leaders and scholars represent their understanding and categorization of gender. Examples of gender conceptualization include representations of gender as a biological reality or social construction, or representations of gender as dual categories with prescribed gender roles and attributes. Identification of representations of gender conceptualization is informed by Tetreault’s Phase Theory which is explained more fully in Chapter 3.

*Androcentrism* describes a system of thinking and behaving where the assumptions, concepts, beliefs, arguments, theories, methods, laws, policies, and institutions are gendered and privilege males at the expense of females (Bem, 1993; Hawkesworth, 1994).

### **Conceptual Framework**

Maxwell (2005) describes a study’s conceptual framework as the “system of concepts, assumptions, expectations, beliefs and theories that support and inform” (p.33) the research. There are three key concepts that support and inform this research, a.) values, beliefs and commitments of educational leaders can either

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foster or inhibit the creation and maintenance of gender equitable institutions, b.) content analysis provides a useful tool to assess individual and collective cultural values, beliefs and commitments and, c.) feminist research methodology offers a useful analytical lens to examine gender representations in text and can provide a valuable counter-narrative to the dominant discourse in academic literature.

Additionally, the conceptual framework for this proposed project is informed by feminist research principles. Feminist research methodology offers an overall approach that is not limited to one specific method or epistemological position; rather it is a holistic approach that incorporates all states of the research process from the foundation of framing the research questions through the write up of findings (Brooks & Hess-Biber, 2007).

Although there are as many diverse definitions and approaches to feminist research as there are feminists, tenets of feminist research methodology that are central to this research project are, a.) a commitment to ending gender inequity, b.) an examination of gendered policies and practices, c.) an assumption that there are no value-free research projects recognizing that all claims to truth are partial, provisional understandings from a particular position, and d.) an appreciation for epistemological diversity. (Bensimon & Marshall, 2003; Haraway, 1988; Harding, 1986; Hawkesworth, 1994; hooks, 2000).

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Additionally, although feminist research has a great history of focusing on women and issues of importance to women, hooks (2000) reminds us that “feminism is a movement to end sexism, sexist exploitation and oppression” (p.1) and as such includes examining the gender myths that impact all of humanity. hooks’ (2000) inclusive version of feminism is also reflected in the conceptual framework and design of this proposed study by including male and LGTBIQ gender focused studies as well as female gender focused studies in the sample.

This study’s inclusion of male and LGTBIQ issues in the analysis of gender in this study also parallels national shifts in university women’s studies departments nationally and in national policy groups such as the National Science Foundation, (NSF) who as of 2006, was the primary government funder of gender equity programs (Klein, Kramarae & Richardson, 2007; Nash, Klein, Bitters, Howe, Hobbs, Shevitz, Wharton & Smeal, 2007). NSF changed the naming and framing of prior programs for women and minorities to the more inclusive focus of gender equity programs.

### **Study Rationale**

Educational leaders play an important role in reproducing or disrupting gender inequity. Understanding the current state of gender consciousness, cultural gender beliefs and gender conceptualizations of the discipline’s leaders and

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scholars is an essential first step in developing graduate programs and designing research to support gender equity in educational institutions.

Klein, Kramarae and Richardson (2007) state that creating a comprehensive research and program infrastructure that can effectively address gender inequities require a coherent strategy that builds on existing knowledge (Klein , et al, 2007). However, existing literature examining the values and dispositions of educational leaders regarding gender equity is scant. This study will help address that gap in the literature.

Textual academic artifacts can provide valuable data on the gender consciousness, cultural gender beliefs and gender conceptualizations of educational leaders. Ed.D. dissertations offer a unique, high quality text because of the consistent nature of dissertation reporting and the dissertation's prominence in academic literature in the discipline of education. Dissertations provide the primary source of scholarship in the field of educational leadership and in the area of gender in education (Murphy & Vriesenga, 2006; Shakeshaft, Brown, Irby, Grogan & Ballenger, 2007).

Findings from this feminist content analysis study of Ed.D. dissertations contribute to the discipline in several important ways by: a.) providing valuable insights on the gender consciousness, cultural gender beliefs and gender conceptualization represented in a key text created and used by future educational



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leaders, b.) addressing the paucity of studies of Ed. D. dissertation scholarship, c.) Including male and LGTBIQ gender focused scholarship into the discipline of education's content analysis discourse, and d.) updating and adding to existing feminist content analysis studies in the discipline of education.

### **Organization of Study**

This study is organized into five chapters. Chapter 1, introduces the research and includes the purpose statement, research questions, definition of key terms, conceptual framework, and study rationale.

Chapter 2, reviews relevant literature supporting the conceptual framework for this study including: a.) what is known about educational leadership values and gender equity values in preparation programs b.) Ed.D. dissertations as a quality document to analyze, c.) the definition, history and utility of content analysis to assess values, d.) use of feminist content analysis studies in the discipline of education, e.) the necessity of ongoing feminist content analysis to identify behaviors that act as barriers or supports to gender equity, and f.) Tetreault's Feminist Phase Theory as a tool to assess the integration of gender consciousness, cultural beliefs and gender conceptualization in academic disciplines.

Chapter 3. discusses the methodology and procedures used in this study and includes: a.) mixed method design overview, b.) methodological pluralism and standards of evidence, c.) Phase I quantitative sample, d.) Phase I quantitative

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descriptive data analysis e.) Phase I Quantitative Content analysis research quality standards, f.) emergent categories informing Phase II sampling, g.) Phase II qualitative sample, h.) Phase II and Phase III qualitative interpretive data analysis, i.) Tetreault Feminist Phase Theory, j.) Altheide's emergent qualitative document analysis, k.) Phase III sample, l.) Phase II and III qualitative interpretive, feminist content analysis standards of evidence, m.) unique transparency issues of public documents, n.) human subjects review, o.) delimitations and limitations of this study.

Chapter 4. discusses findings from of each of the study's III Phases. The Phase I description of findings addresses the first research question; How prevalent is gender focused inquiry in Ed.D. dissertation scholarship, from 1998-2007? It includes a count of how many gender focused dissertations are found in E.D. dissertations from U.S. public doctoral granting institutions between 1998 and 2007 and percentile rankings of number of gender focused dissertations by institution. The description of findings also categorizes and reports on the proportions of gender focused dissertations examining female, male, LGTBQ or other issues.

The Phase II description of findings addresses the second research question; What are the cultural gender beliefs and gender conceptualizations represented in

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Ed.D. dissertation scholarship from 1998-2007? It includes the analysis of a theoretical sample of abstracts utilizing Tetreault's feminist phase theory.

The Phase III description of findings also addresses the second research question; What are the cultural gender beliefs and gender conceptualizations represented in Ed.D. dissertation scholarship from 1998-2007? It includes the analysis of a small theoretical sample of complete dissertations utilizing Tetreault's (1985) feminist phase theory and Altheide et.al's (2008) emergent qualitative document analysis (QDA).

Chapter 5. provides a summary discussion of the implications and significance of the findings. The paper concludes with suggestions for future research and recommendations for educational doctorate program planning.

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### Chapter 2. Review of Literature

#### Values in Educational Leadership Programs

The U.S. Department of Labor's Glass Ceiling Report's (1995) findings of the centrality of leader's values, beliefs and commitments in advancing institutional gender equity makes it crucial to understand the gender equity values, beliefs and commitments of educational leaders.

However, a review of the literature indicates a paucity of research on either the preparation or evaluation of educational leaders, especially at the doctoral level (Grogan & Andrews, 2002; Hess & Kelly, 2007; Levine, 2005; Murphy & Vriesenga, 2006; Nicholaides & Gaynor, 1992). As Murphy and Vriesenga (2006) reveal, only 6.4% of the over 2000 articles published between 1975 and 2002, in four leading journals in school administration, *Educational Administrator Quarterly*, *Journal of Educational Administration*, *Journal of School Leadership, Planning and Changing*, address any aspects of leadership preparation, including the development of values or dispositions.

Along with light representation in the academic literature, scholars have also criticized a lack of research rigor and quality in published articles on educational leadership (Levine, 2005; Murphy & Vriesenga, 2006). Less than 3% of the published articles in Murphy & Vriesenga's 1975 to 2002 sample of published articles were empirically based (Murphy & Vriesenga, 2006).

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These criticisms, along with concerns expressed by Interstate School Licensure Consortium (ISLLC) and the University Council for Educational Administration (UCEA) regarding the preparation and evaluation of future K-12 educational leaders acted as a catalyst to the UCEA's Special Interest Group (SIG) on Learning and Teaching in Educational Leadership to address the absence of quality research by conducting several studies on leadership preparation programs, published in a 2011 special issue of *Educational Administration Quarterly* (Kottcamp, 2011).

In Kottcamp's (2011) introduction to the recent special issue of *Educational Administration Quarterly*, he confirms the bleak landscape of knowledge on preparation programs for educational leaders when he states:

This special issue breaks *Educational Administration Quarterly's* precedent, by publishing five empirical articles on evaluation of leadership preparation, it increases by 63% the total number of empirical articles on all aspects of school leadership preparation and preparation programs in the entire 45 year history of this journal. (Kottcamp, 2011, p. 3)

Although these recent efforts to increase understanding of the preparation and evaluation of educational leaders should be noted, none of the 2011 special

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issue's five empirical additions to the literature address the preparation of educational leaders at the doctoral level, focus on the development of leadership values, or discuss gender equity (Fuller, Young & Baker, 2011; Orr, 2011; Orr & Orphanos, 2011; Perez, Uline, Johnson, James-Ward and Basom, 2011; Roach, Smith and Boutin, 2011).

### **Aggregated values data and low values focus.**

Not only is literature on the preparation and evaluation of values in educational leaders scarce, examinations or discussions of gender equity values are frequently aggregated and subordinated under a larger social justice umbrella. Aggregation and subordination of gender equity themes under a broad social justice umbrella makes it difficult to ascertain whether preparation programs provide enough opportunity for emerging scholars and educational leaders to develop gender equity values.

Additionally, prior studies of educational leadership program content syllabi indicate a low priority and focus to the development of either diversity or gender equity values. Nicholaides & Gaynor (1992) findings from an examination of doctoral course syllabi from 30 university leadership program reveal that 51 of 61 professors submitting syllabi offered no course content or planned discussions of gender. Additionally, the concept of leadership values never appears as a primary

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topic and terms like culture, climate, values, gender or equity are subordinated and aggregated under broader topic headings.

Hess & Kelly's (2007) study of 2424 weeks of educational leadership syllabi content identify 12% of the weekly topics as addressing disciplinary norms and values. However, their broad categorization of norms and values include too many varied terms to adequately assess how much time is devoted to gender equity values. For example, Hess & Kelly's disciplinary values category includes such varied terms as: social inequality, race, social class, social Darwinism, silenced voices, females, gay, impaired, over/underweight, bullying, biracial, homeless, transient, and even phonics versus whole language.

Additionally, although gender equity, social justice or diversity topics are often aggregated, Murphy & Vriesenga's (2006) content analysis of educational leadership journals indicates these aggregated topics are poorly represented in the academic literature. Less than 1% of over 2000 educational leadership articles in Murphy and Vriesenga's (2006) sample address diversity issues and an additional 1%, refer to social justice issues. Murphy and Vriesenga's (2004) study does not specifically delineate which, if any, of those articles discussed gender equity issues.

Although research on the preparation of educational leaders is scant, the available literature examining course syllabi (Hess & Kelly, 2007; Nicholaides & Gaynor, 1992) and published articles in disciplinary journals (Murphy &

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Vriesenga, 2004) indicates little attention is focused on diversity or social justice issues generally and on gender equity issues specifically. Marshall (2004) also states educational leadership preparation programs have a legacy of tokenism towards equity issues and she additionally cautions that a few mentions in course content cannot be taken seriously as an attempt or commitment to address inequity.

The aggregation of and subordination of gender equity values in curriculum content as summarized above exemplifies a key challenge to scholars interested in doing gender analysis in the field of education. Klein, Kramarae and Richardson (2007) also report these challenges to updating gender research findings for the 2<sup>nd</sup> edition of the Handbook for Achieving Gender Equity because of the prevalence of aggregated data in educational institutional research.

### **Gender equity values: doctoral socialization.**

Since the values and behaviors of scholars and educational leaders are developed during doctoral study, (Anderson & Swazey, 1998; Austin, 2002; Baird, 1992; Boyer, 1990; Nettles & Millet, 2006; Tierney & Rhoades, 1994; Weidman, Twale & Stein, 2001) an examination of academic socialization literature could provide insights into the development of gender equity values.

Tierney and Bensimon (1996) define academic socialization as a “ritualized process that involves transmission of the organizational culture” (p.36). Academic socialization includes, observing, listening and interacting with faculty, interacting



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with peers, formal and informal conversations with instructors, advisors and supervisors. It also includes observations of policies and practices of resource allocation, inclusion and exclusion, rewards and sanctions (Austin, 2002).

Socialization is a process where a culture's behavioral norms, standards and values are internalized by newcomers (Weidman, Twale & Stein, 2001).

Unfortunately, problematic, discriminatory, stereotypical, gendered cultural beliefs can be part of the academic norms future educational leaders are expected to assimilate and internalize. An example of discriminatory, gendered cultural beliefs is illuminated by Dr. Lawrence Summers, former President of Harvard University's controversial public comments in 2005, citing female's inherently inferior intellectual abilities and unwillingness to undertake the difficult work of scholarly activity as the reason for their underrepresentation in the sciences (Bombardieri, 2005). When discriminatory public comments such these are made by a university administrator and educational leader from a prominent postsecondary educational institution it gives cause to examine gendered academic socialization practices.

Academic socialization is often experienced less positively by females (Kerlin, 1997; Kerlin, 1995; Kurtz-Costes, Helmke, Ule-Steiner, 2006). The problematic gendered academic socialization experiences of females include, a.) pressure to change to conform to prevailing academic cultural norms (Anthony, 2002; Reynolds, 1992), b.) perception of their doctoral programs as unsafe

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environments to take scholarly risks (Weidman, Twale & Stein, 2001, c.) higher levels of unsatisfactory interactions with faculty than male students (Nettles & Millett, 2006), d.) higher doctoral attrition rates than their male colleagues (Kerlin, 1997), and e.) gender discrimination as a key factor in their doctoral attrition (Lovitts, 2001).

Anderson & Swazey (1998) state that examining the socialization climate is integral to understanding the development of values and ethics in doctoral programs. Anderson & Swazey's (1998) study surveying over 2000 doctoral students regarding their academic socialization experience reveals problematic implications for the socialization of graduate students towards equity values. Inclusive, respectful, and caring behavior, a hallmark of valuing equity, is often not modeled by faculty. For example: a.) when asked if faculty behaviors make students feel included as members of the department, 34% report very little or not at all, b.) when asked if graduate students are respected, 30% report very little or not at all and c.) when asked if faculty and student care about each other, 26% report very little or not at all.

Additionally, Anderson & Swazey (1998) report only 52% of doctoral students feel their program positively reinforces their values, self-image or way of thinking about the world; 48% respond their doctoral programs do not reinforce their values, self-image and way of thinking. Unfortunately, the survey does not

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specify what the student's values were before, or after their doctoral experience and the research report includes aggregated responses that do not delineate respondents by gender or ethnicity.

Although academic socialization and doctoral attrition literature offer evidence of problematic gendered socialization experiences and non-inclusive learning environments, the utility of socialization literature for understanding the development of gender equity values of educational leaders also suffers from lack of specificity to the discipline of education.

Academic socialization scholars state that research on the preparation of future educators, faculty and scholars must be specific to the discipline to be truly useful (Austin, 2002; Golde, 2005). Unfortunately, socialization and doctoral attrition studies examining gender issues often do not delineate the experiences of students by their academic discipline. Doctoral study is both nationally and locally focused; it is national, because of its inherent integration with its academic discipline, yet local because of the important role the departmental faculty play in the socialization of graduate students (Golde, 2005, Weidman & Stein, 2003). This study purports to address the discipline specific literature gap discussed above by examining gender representations from a national sample of artifacts from the discipline of education.

**Gender equity values: Educational leadership programs.**

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Although studies on the development or evaluation of gender equity dispositions in educational leadership doctoral programs are scarce, studies that examine the experiences and perceptions of educational leadership program graduates report that gender is rarely discussed in the content of university leadership preparation programs and graduates feel underprepared to develop inclusive, gender equitable institutional environments (Iselt, Brown & Irby, 2001; Lugg, 2003; Nicholaides & Gaynor, 1992; Skrla, Reyes & Scheurich, 2000).

Skrla, Reyes, and Scheurich's (2000) participants report a lack of gender discussion in their university preparation programs and at educational leadership professional associations. They also perceive gender as an unwelcome topic of discussion with school boards, state educational agencies and legislatures. In like manner, gender discrimination as a potentially risky subject of conversation can be inferred from the initial interview anxiety verbalized by female participants in Skrla, et al's (2000) qualitative study; the female educational leaders express reluctance to discuss their experiences and perceptions of gender discrimination fearing negative professional and personal repercussions as a result of their interviews.

Both male and female participants in Iselt, Brown & Irby's (2001) study stated their leadership preparation programs had very little focus on changing institutional culture and understanding gender and ethnicity equity issues.

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Additionally, LGTBIQ student graduates report leadership preparation programs rarely provide content or discussion opportunities for the prevention of bullying based on perceived sexual or gender identity, nor do they address how to nurture an institutional culture that accepts diverse gender expression (Lugg, 2003). Though not specific solely to schools of education, Golde & Dore's (2004) study of over 4000 doctoral students in eleven disciplines revealed that although 74.2 % of students reported being interested in creating inclusive educational environments, only 28% of doctoral students felt their programs prepared them for this role.

### **Perceptions of salience of gender equity values**

Nicholaides & Gaynor's (1992) content analysis of syllabi from doctoral educational leadership programs not only reveals a neglect of gender issues in the preparation of educational leaders, but shows marked differences in gender equity focus by male and female faculty. For example, of 55 syllabi submitted by male faculty, only 4 included topics, readings, or planned discussion on gender issues in educational institutions, whereas, in contrast, all 11 syllabi submitted by female professors included topics, subtopics and readings on gender issues.

A gendered perspective on the prevalence and tone of discussions on gender and race issues also occurs in Rusch's (2004) educational leadership faculty study. Rusch examines data from 114 faculty representing educational leadership programs about gender and race discourse in their programs. Rusch (2004) finds

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that while 28.8 % of female faculty report that conversations about race and gender conversations occur frequently, 57.4 % of male faculty report gender and race conversations as a frequent occurrence. The rank ordering of responses in Rusch's (2004) study also reveals a gendered gap in perceptions; the top two responses of females are that gender and race conversations are participated in by a select few and the tone is uncomfortable and stilted, whereas males most frequently respond that conversations are open, and the tone is thought provoking and problem solving.

In contrast to the Nicolaides & Gaynor (1992) and Rusch (2004) studies noting gendered perceptions of salience regarding gender issues, Brown, Irby & Iselt's (2001) survey of 124 educational leaders, half female, half male, report equivalent perceptions of low emphasis in their preparation programs to gender or ethnicity issues.

Additionally in spite of research findings of differences between female and male perceptions of the importance of gender issues we cannot assume that education departments populated with female faculty will inherently be more conscious of or committed to addressing or ameliorating gender inequities. Nettles and Millet's (2006) study of 9000 doctoral students found that female students in schools of engineering and schools of education similarly expressed the lowest university-wide level of satisfaction with faculty interactions in spite of the fact that

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engineering faculty are predominately male whereas schools of education faculty are predominately female. The prevalence of female faculty in schools of education did not impact female student's perceptions of positive faculty interactions.

Rusch's (2004) study also paints a mixed and complicated picture of the perceived importance of gender equity issues in various programs. Some of the faculty responses are very affirming of their program's attempts to address gender and race issues; they discuss alignments with university wide diversity initiatives, comment on administration commitments to open discussion, or funding of diversity efforts. However, other faculty responses in Rusch's (2004) study paint a more problematic view of the salience of equity issues with statements such as: "some people take it too seriously" (p.28) , or " there is an "obsession with political correctness and other hypocrisy" (p.31). Additionally, 13% of faculty in Rusch's (2004) study state that gender and race conversations are not important.

Perhaps some of this conflicting picture drawn from the literature regarding gender equity behaviors and the salience of such topics can be explained by study limitations of using reported perceptions of discrimination. Much of the existing socialization and department climate literature addressing gender equity issues is based on studies of reported perceptions. Data based on participant statements involving perceptions, intentions or memories may be less reliable than other types of evidence (Kolbe & Burnett, 1991; Krippendorff, 2004; Weber 2004). Freud's

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(1967) discussion of ego defense mechanisms reminds us humans may repress or distort memories of behaviors that could cause them discomfort, anxiety or embarrassment.

Additionally, many educators do not recognize incidences of gender discrimination, even when they are instructed to observe specific incidences on training tapes (Lundberg, 1997). Even when discriminatory gender behavior is witnessed or compelling evidence is offered, there is often no recognition or consensus among educators that anything significant or damaging has occurred. Knowledge is constructed under unique individual principles, assumptions and reasoning, which mean two people can see the same thing, but derive very different meanings of the event.

An example of how this impacts the reporting of gender discrimination follows in this summary of two recent newspaper articles reporting on the same statistic of gendered difference in male and female leadership employment from the recently published American Association of School Administrators (2010) decennial study of the superintendency. The report states females now comprise 24% of school superintendents nationwide. However, two newspaper articles reporting on these findings reach very different gender equity conclusions about the same data. Key points made by the reporters about the percentage of female superintendents nationwide are summarized in Table 2.1.



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The Saint Louis Today headlines on January 24, 2011 state: “ *Gender gap is narrowing in ranks of school chiefs*” (Holland, 2011) , whereas the Quincy Herald Whig headlines on January 29, 2011 state: “*Study shows gender becomes non-issue as gender gap narrows among school superintendents*” (Poletti, 2011). Further examination of the key points made in the two newspaper articles ostensibly discussing statistics from the same report, in Figure 2.1 exemplifies how people can construct completely different meanings from the same gender incident.

<b>Table 2.1 Newspaper articles reporting on gender composition of superintendents</b>	
Saint Louis Today, by Elizabeth Holland 1/24/11 <b>Gender gap narrowing</b>	Quincy Herald Whig, by Mary Poletti, 1/29/11 <b>Gender becomes non-issue</b>
Quotes Executive Director of American Association of School Administrators “There is huge disparity there” especially since there’s so many more women in education than men	Reports gender gap among superintendent at times feels non-existent
Article reports there is still a gender bias regarding women when it comes to the selection of school superintendent	Article reports one female superintendent states she thought any emphasis on her gender was strange
Cites reports findings that females are 2x as likely as males to have over 20 years experience before being hired as superintendent	Article reports many female school leaders state being a female has never factored into their leadership
Cites report findings that females report gender discrimination in their school leadership careers 3x as often as males	Reports another female superintendent states she doesn’t pay any attention to gender at statewide meetings or in her job as a whole

This example reinforces the idea that incidences of gender discrimination may be occurring more frequently than participants consciously perceive or report.

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The available academic literature on gender equity issues relies on participant memories, perceptions and interpretations of gender equity incidences.

This over-reliance on studies based on participant reports of memories and observations of gender inequity in the literature informs the methodology choice for this dissertation research. Content analysis of gender representations in existing academic text examines a documented behavior of the authors. This study's content analysis of gender representations in the existing, publicly documented dissertation research and writing behaviors of educational leaders could provide a useful gender analysis addition to discipline's literature.

### **Challenges to supporting gender equity values.**

Faculty gender equity advocates who do have the desire, research, strategies and skills to integrate equity topics into the curriculum may not have departmental support, political connections or the personal resiliency to make the necessary changes. Literature suggests equity advocacy work is often left to a few faculty members to shoulder the burden of change efforts for their programs (Bronstein & Ramaley, 2002; Rusch, 2004). Often these faculty advocates are either female, minorities or new (Rusch, 2004).

It can be risky for female, minority or new faculty to advocate for curricular equity changes without a similar value commitment by departmental colleagues and administration. Gender equity activities are often not recognized positively or

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rewarded in tenure decisions (Bronstein & Ramaley, 2002; Rusch, 2004). New faculty may also feel pressured to avoid politically sensitive topics because some student's resistance to change can result in negative teaching evaluations (Bronstein & Ramaley, 2002; Rusch, 2004).

### **Summary of Values Literature**

In summary, there is currently little published research on development or evaluation of educational leadership values in doctoral programs. It is also difficult to ascertain the level of attention to gender equity values because discussions of gender equity issues are often aggregated with other social justice, diversity or miscellaneous topics.

Additionally, existing content analysis studies of course syllabi and published journal articles in the discipline of education suggest little attention is paid to gender equity or other social justice issues in leadership preparation programs. Graduates of educational leadership programs also report preparation programs provided inadequate preparation to understand or address gender equity issues. Faculty of preparation programs report mixed perceptions on the prevalence, importance or departmental commitment of addressing gender equity issues.

The literature also suggests faculty who are conscious of gender inequity and could act as advocates and change agents often fear negative career

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repercussions from addressing politically sensitive topics in their classes, research and departmental discussions.

Additionally, much of the existing literature on academic socialization or gender equity climate in graduate school is not education discipline specific making it less useful for planning programs for educational leaders. The existing literature also primarily relies on data from memories, perceptions and interpretations of gender equity issues, which can be unreliable since many educators often do not recognize gender discrimination.

### **Disciplinary Call for Development of Leadership Gender Equity Values**

#### **K-12 leadership values.**

In spite of a dearth of research on the development or evaluation of diversity values and commitments in educational leader preparation programs, the 1998 Interstate School Licensure Consortium (ISLLC) report, jointly sponsored by the Council of Chief State School Officers and the National Policy Board for Educational Administrators, expressly state the importance of values and dispositions in the skills needed for contemporary educational leaders (Murphy & Shyman, 1998). The ISLLC report states that knowledge, dispositions and behaviors are inextricably intertwined and leadership dispositions are a primary determinant of leadership behaviors. The ISLLC position is reinforced by the report's recommendation that educational leadership preparation programs shift

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their focus from concentration on technical business management skills to greater emphasis on leadership values (Murphy & Shyman, 1998).

The values and beliefs of educational leaders are important not only to the advancement of disciplinary scholarship and educational policies, but also to the training, mentoring and supervision of fellow educators. Those who hire, train, supervise and evaluate teachers should also be expected to model appropriate diversity values and equity behaviors.

The National Council Accreditation of Teacher Education (NCATE) specifically recommends that professional education programs for teachers “understand the importance of discrimination based on race, class, gender, disability, exceptionality, sexual orientation and language on students and their learning” (National Council for the Accreditation of Teachers, 2010, p.8). NCATE also requires accredited preparation programs to evaluate the knowledge, and application of educators on these values and dispositions.

### **Postsecondary leadership values.**

Although the ILLSC and NCATE offer useful guidelines for attending to the values component of leadership preparation in K-12 institutional settings, the discussion of values preparation for educational leaders for this study is necessarily broader and more encompassing than K-12 policy recommendations. Ed.D. graduates of doctoral programs are not limited to administrative and teacher-leader

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positions in K-12 institutions. Ed.D. graduates also provide leadership and educational scholarship through their roles as faculty, administrators and student affairs personnel in postsecondary institutions, non-profit literacy agencies and public and private professional development and vocational educational institutions.

In like manner, professional organizations that serve postsecondary institutional leaders and training and professional development educators, such as the American Society for Higher Education (ASHE), American Society for Training and Development (ASTD) and American Educational Research Association (AERA) also recommend members attend to values, diversity and accountability in their programs.

The American Society of Higher Education (ASHE) consistently calls for greater attention to gender and racial equity issues in the training of higher education faculty, scholars and leaders in their Higher Education Reports. The 2001 *ASHE Higher Education Report Easing the Perilous Passage: Socialization of Graduate and Professional Students in Higher Education* (Weidman, Twale & Stein, 2001) suggests the need for modification of doctoral program cultural norms to address the lack of support perceived by female and minority students (Weidman, Twale & Stein, 2001). They also specifically recommend providing

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workshops for graduate program faculty and administrators on sexual harassment, diversity and ethics.

The 2007 ASHE Diversity Report entitled *Theoretical Framework: Psychosocial Oppression and Diversity* critiques the persistence of subtle organizational barriers that hinder females and minorities in higher educational institutions (ASHE, 2007). Additionally, the ASHE's 2006 monograph entitled *Revolutionary Concepts in Leadership* reminds those who prepare educational leaders and serve in those roles, that leadership is value laden activity and ethical values are central to the task. The monograph also reiterates the necessity for renewed commitment to fair and socially just organizational activities (2006) and leadership initiated accountability systems to monitor progress and ensure compliance. These example monographs sponsored by the American Society for Higher Education (ASHE) encourage educational leaders to commit to gender equity and other diversity values and to examine their progress towards those commitments.

The American Educational Research Association (AERA), in 2006, re-affirmed its position on social justice with a specific mission statement that commits to a.) promote diversity and inclusiveness in AERA membership, b.) promote social justice principles and policies in the conduct of research and training, c.) promote activities that foster a diverse community of educational

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researchers, and d.) disseminate and promote the use of research knowledge and stimulate interest in research in social justice issues in education (American Educational Research Association, 2011).

Additionally, in the past the AERA has awarded research awards to scholars on gender equity research, notably Sadker, Sadker & Kline in 1992, for their chapter entitled: *The issue of gender in elementary education and secondary education*, and Sadker & Sadker in 1995 for their book, *Failing at Fairness: How America's Schools Cheat Girls*. AERA also has a standing committee devoted to gender advocacy, Scholars and Advocates for Gender Equity (SAGE), and a special interest group (SIG) focusing on gender equity, Research on Women in Education (Sadker, Zittelman, Earley, McCormick, Strawn & Preston, 2007).

The American Society for Training and Development (ASTD) is the world's largest organization that serves adult educators focusing on professional development and workplace learning and performance. ASTD lists as its Mission's first canon, "recognizing the rights and dignities of each individual" (ASTD, 2011). The ASTD (2011) website also reports it has recently increased its focus and attention on program evaluation for enhanced accountability.

The common themes occurring in recommendations from the spectrum of professional organizations serving educational leaders and scholars is the centrality of values, attention to gender equity and diversity issues and the importance of



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strategies for accountability. Although the NCATE standards on diversity dispositions are specific to the education of K-12 teachers, it is reasonable to expect that educational leaders responsible for the hiring and supervising of teachers, teacher training program faculty, scholars researching educational issues, postsecondary student affairs personnel, educational policy makers and professional development educators in the discipline of education should also understand and exemplify similar diversity values.

Even though the institutional scope of leadership, scholarship, supervision and mentoring undertaken by graduates of Ed.D. programs is broader than the K-12 scope envisioned by NCATE for teacher training programs, the evaluation strategy utilized by NCATE assessors to assess a teacher's values also has potential to assess the values of educational leaders.

NCATE assessors examine student's work samples and academic artifacts for evidence of appropriate socialization of future educators towards the diversity values represented in NCATE standards. It is considered a key component of NCATE educational training program evaluation to determine: What do educators know about diversity issues and how is that knowledge applied and represented in their work samples (NCATE, 2008)?

Although NCATE's examination of diversity values through student work samples is a worthwhile strategy to consider, NCATE's aggregation of knowledge

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about gender equity under the broader theme of diversity is inadequate to the analysis of gender equity dispositions. I propose a more appropriate gender equity evaluation for educational leaders could be undertaken by reframing NCATE's teaching work sample question to: What do educational leaders know about gender equity issues and how is that knowledge applied and represented in their work samples? The following section will discuss the potential and utility of Ed. D. dissertations as key academic socialization artifact and work sample that can be used to assess the gender representations of educational leaders.

### **Ed. D. Dissertations as a Repository of Educational Leadership Values**

Doctoral dissertations represent "the intellectual culmination of the graduate school experience" (Boyer, 1990, p.74). Mauch and Birch (1998) reiterate the important integrative nature of dissertation scholarship and state that dissertations, "should build on a synthesis of all earlier courses, readings and professional experience that the candidate brings to the task" (p.45). The integrative and culminating nature of the dissertation gives this academic artifact unique descriptive potential to examine gender representations of future educational leaders.

Ed. D. dissertations are also an essential component of academic literature and as such, make a significant contribution to foundational knowledge in the discipline of education. Scholars initiating an academic research project would

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consider dissertation scholarship an integral source of relevant material for a literature review (Mauch & Birch, 1998). In fact, doctoral faculty advisors often inform candidates that making a significant contribution to the discipline's knowledge base is an essential requirement of a successful dissertation proposal (Madsen, 1992; Mauch & Birch, 1998; Sternberg, 1981).

Additionally, dissertation research plays a highly prominent role in the academic literature in the field of educational leadership. Murphy and Vriesenga (2006) state that less than 3% of 2000 articles published between 1975 and 2002 in four of the leading educational leadership journals were empirically based and dissertations have been the primary source of empirical research about the field for decades. Dissertations also provide the bulk of research about gender equity in educational leadership programs (Shakeshaft, Brown, Irby, Grogan & Ballenger, 2007). Additionally, Immegart (1990) states that many educational leaders do not conduct or publish research after they finish their graduate programs, which makes dissertation research a key resource in the academic literature.

In spite of the significance of dissertation scholarship as both an individual, integrative academic work product and a foundational component of academic literature in the discipline of education, there has been little research on the content of dissertation scholarship produced and used as a resource by educational leaders. Content analysis can provide a useful analytical tool to uncover the gender

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representations of future educational leaders in this key culminating academic artifact.

### **Content Analysis as Method to Assess Cultural Values**

Leavy (2007) defines content analysis as “the systematic study of texts and other cultural products or nonliving data forms” (p.227). Content analysis is an overall research approach, encompassing both method and analytic strategy to systematically examine and document patterns in existing communication artifacts (Marshall & Rossman, 1995, Weber, 2004).

The research methodology of content analysis developed from the idea that valuable cultural information can be obtained through an examination of cultural communication artifacts (Krippendorff, 2004; Leavy, 2007). Early pioneering research in the United States supporting the use of content analysis as a method to assess cultural values, beliefs and attitudes in communications was done by Dr. Harold Laswell, Chief of Experimental Division for the Study of Wartime Communication in the U.S. Library of Congress during World War II. Dr. Laswell was a political sociologist and communication theorist with expertise in the identification of wartime propaganda during both World War I and World War II (Neuendorff, 2004).

According to Laswell, through content analysis, not only can we infer messages about the values and motives of the message sender, but communication

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contents also reflect the social organization and value system of their originating group (Janowitz, 1968). Additionally, communication contents are not merely a descriptive element of the group, they also act as a purposeful agent in maintaining or modifying group values (Janowitz, 1968).

Lasswell (1949) states content analysis has great utility as a social science research method to assess the values and attitudes of message senders. Content analysis provides a valuable analytical tool for readers to systematically reveal problematic beliefs and biases in messages to critically evaluate the information's credibility. Laswell (1949) reiterates that "whatever improves our understanding of attitude" provides a potentially useful tool for humanity (p.9).

Laswell's insight regarding the utility of content analysis to assess the political nature of communication is especially salient for feminist content analysis projects. Although feminist research is often critiqued because of its overt political commitment to end gender inequity, feminist researchers remind us all research is inherently imbedded with political values. Harding (1986) describes research as a social activity and states "products of thought bear the mark of their collective and individual creators (p.15)." It follows that Ed.D. dissertations also bear the influence of their collective and individual creators, including values of the discipline, and leadership program as well as those represented by the individual researcher.

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According to Krippendorff (2004), the utility of content analysis as an effective tool to assess cultural beliefs is predicated on five indices with a long history of use in communications research: a.) the presence or absence of a reference or a concept indicates awareness or consciousness, b.) the frequency with which an idea, topic or concept occurs in a stream of messages is taken to mean the importance or emphasis on that idea, topic or concept, c.) the numbers of favorable and unfavorable characteristics attributed to an idea, topic or concept are indicators of the attitudes held by the writer, the readers and their common culture. d.) the kinds of qualifications, adjectives or qualifiers used in statements about an idea, topic or concept are indicators of intensity, strength or ambiguity associated with the beliefs, motivations and commitments signified by the idea, topic or concept e.) The frequency of co-occurrence of two concepts indicates strength of association between those two concepts in the minds of the members of a culture, authors and readers.

To summarize, content analysis has been historically used as a research method to examine and describe the consciousness and importance accorded to an issue, attitudes of the author and the common culture in regards to the issue, strength or ambiguity of author's and common cultural beliefs, motivations and commitments, and the unification of concepts. This makes it makes it an

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appropriate methodology to assess the gender equity values of educational leaders and their discipline through dissertation texts.

### **Feminist content analysis.**

Feminist content analysis infuses the method of content analysis with a feminist analytical lens. A feminist analytical lens examines and illuminates gendered policies and practices that can impact individual and collective advancement and development (Bensimon & Marshall, 1997; Marshall & Gerstl-Pepin, 2005). Feminist content analysis provides a useful tool to assess cultural artifacts for evidence of feminist ideology and conversely, cultural gender beliefs or stereotypes (Leavy, 2007).

Cultural gender beliefs represented in communication artifacts are not solely individual expressions, but are also imbedded in the institutional policies and disciplinary practice norms that inform, produce and disseminate the artifacts (Reinharz, 1992). Stein (2004) reminds us that although policy is often thought of as a formal legislative or administrative action, it is more than that; policy consists of both formal and informal “systems of thought and action used to regulate and organize behavior” (p.5). Disciplinary academic norms and institutional policies regulate and organize dissertation research behaviors. Although dissertations represent the scholarly work of a single individual, they also represent the institutional and disciplinary environment from which they originate, rendering a

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potentially rich repository of individual, institutional and disciplinary cultural gender equity values, beliefs and commitments.

Feminist content analysis of Ed.D. dissertations can provide a systematic process to illuminate individual gendered cultural beliefs and gendered institutional policies, practices and disciplinary norms. Additionally, using content analysis to examine the textual cultural artifacts created and disseminated by future educational leaders is an appropriate methodology for a feminist research project. There is often a tension between doctoral socialization's primary purpose of imparting academic traditions and feminist ideals of questioning, revealing and resisting traditions that reproduce inequalities. Giroux (1983) states that although institutions of higher education are considered to be a center of a society's cultural knowledge and scholars are positioned as a culture's legitimate storytellers, scholars can also be a perpetuator of myths masquerading as truth (Giroux, 1983). The Ed.D. dissertation is a traditional academic cultural artifact and textual repository of gender stories told by educational leaders.

### **Strengths of content analysis for this study.**

Kolbe and Burnett (1991) discuss three unique strengths of content analysis as a methodology in its ability to: a.) present an unobtrusive historical appraisal of textual communication and avoids potential researcher influence on participant responses, b.) assess cultural variables on textual content, and c.) provide an



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empirical starting point for generating new research about the nature and potential effect of specific communications.

The first strength offered by Kolbe and Burnett (1991) underscores the benefits of unobtrusive historical appraisal of existing documents as potentially a more accurate portrayal of behaviors and events than participant statements that involve perceptions, intentions or memories (Kolbe & Burnett, 1991, Krippendorff, 2004, Weber, 2004). Freud's (1967) discussion of ego defense mechanisms discusses the human propensity of humans to repress or distort memories of behaviors that could cause them discomfort, anxiety or embarrassment. Asking educational leaders to self report their beliefs, perceptions or behaviors regarding gender equity through interviews or surveys may be an unreliable data source. However, an examination of pre-existing Ed.D. dissertation documents could reveal imbedded gender values.

The second strength of content analysis is its utility in assessing cultural values. Since the primary focus of this proposed study is uncovering the cultural gender values and beliefs of future educational leaders content analysis offers a uniquely appropriate method for this study.

Lastly, Kolbe and Burnett (1991) reiterate the suitability of content analysis for supporting theory development when they state, "The need for systematic study and information acquisition, part of the initial steps in theory development, can be

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readily provided by content analysis research”. Kolbe & Burnett’s (1991) point about the strength of content analysis as an empirical starting point to develop theory and generate new research is especially salient for this proposed study because of the paucity of research on gender representations in the content of Ed. D. dissertation scholarship.

### **Feminist content analysis of education journals.**

Historically, content analysis studies examining gender focused studies in the published academic literature have primarily focused on females. Consequently, noticeably absent in this literature review of published content analysis studies is a discussion of gender focused research representing males or LGTBIQ populations; there is currently a dearth of publication of educational journal content analysis studies that examine gender equity issues in these populations. A more complete picture of the values of educational leaders and scholars regarding gender issues would include an examination of research representations that focus on male subjects or LGTBIQ issues.

The published literature on feminist content analysis of educational journals consists primarily of female gender focused articles. A review of published content analysis studies in academic journals reveals an under-representation of scholarship focusing on gender and rarely features articles that offer a feminist perspective (Bensimon & Marshall, 1997; Hart, 2006; Hayes & Smith, 1994; Parson & Ward,

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2001; Townsend, 1993; Twombly, 1993; Wolgemuth, Kees & Safarik, 2003).

Additionally, the published female gender-focused research frequently perpetuates gendered stereotypes, (Hayes & Smith, 1994 1993; Wolgemuth, Kees & Safarik, 2003) and often conceptualizes women as a homogenous group (Twombly, 1993). Discussion of content analysis studies done in education journals is discussed below and a summary of the study dates, journals sampled and salient findings is provided in Figure 1.

Townsend's study (1993) of published research in three mainstream higher education journals, *The Journal of Higher Education*, *The Review of Higher Education* and *Research in Higher Education* from the late 60's to the late 80's, 1969-1989 revealed of the 772 articles in the journals in this time period, only 30, or approximately 4%, focused on females.

Parson and Ward's (2001) more recent study focused on articles published from 1980-1996 in eight journals, *The Journal of Higher Education*, *The Review of Higher Education* and *Research in Higher Education*, *Educational Evaluation and Policy Analysis*, *Educational Policy*, *Policy Sciences*, *Policy Studies Journal*, and *Policy Studies Review*. Parson and Ward's (2001) content analysis examined 4,183 articles and only 58 articles, or approximately 1%, took the standpoint of starting research from a woman's perspective, or made gender central to the research problem.

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Hart's study (2006) focused on articles published from 1990-2002 in *The Journal of Higher Education*, *The Review of Higher Education* and *Research in Higher Education*. Of the 1065 articles, Hart (2006) identified 186 articles, or 17.5% that stated they were explicitly about women's issues. However, upon closer inspection, only 7 of 1065, or less than 1% of the published higher education articles explicitly mentioned a feminist perspective in the article's title or abstract. The data findings from the later content analysis studies, Hart (2006) and Parson and Ward, (2001) showed little improvement in the number of female gender focused studies from Townsend's (1993) study of earlier decades.

Along with being under-represented, females continue to remain poorly represented in a large portion of the articles that are female focused. Feminist analysis of published scholarship that does represent females or claim to offer a feminist perspective often reveals problematic gendered cultural stereotypes. For example, Hayes and Smith's (1994) study examined articles from *Adult Education Quarterly*, *Adult Leadership* and *Lifelong Learning*, *Adult Education*, and *Studies on the Education of Adults* published during 1966 -1990. Hayes and Smith's (1994) analysis found that a dominant gender theme, represented by 50 out of 112 articles in the sample portray female adult learners as deficient to male norms, or represent females' psychosocial adaptive issues regarding change, learning and multiple roles. Commitment to gender equity advocacy and feminist research ethics remind

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us that feminist research is more than merely research *about* females, research framing should be mindful not to support negative gendered stereotypes that subordinate an individual on the basis of their gender.

The theme of women as deficient, needy, insecure, fearful, or stressed, was also prominent in Wolgemuth, Kees and Safarik's (2003) more contemporary study of *The Community College Journal of Research and Practice* done a decade later. Wolgemuth et al, collected articles from 1990-2000 and only 15 of 491, or around 3% of the articles were female gender focused and additional 11 of the sample of 491, or around 2% included females as one variable in a larger multivariate analysis.

Twombly (1993) used feminist content analysis to examine how females in community colleges were conceptualized in the academic literature from 1970-1989. Using descriptors indicating topics or subjects focused on females and community colleges through Educational Research Information Clearinghouse (ERIC), 174 published articles were reviewed. Her study found women are most often conceptualized as a homogenous group and gender studies about females rarely consider multiple intersections of identity, such as race, ethnicity, class or sexual orientation.

Additionally, Twombly's (1993) study indicates a waning interest in feminist topics in community college literature; Feminist thinking was more

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prevalent in the 70's than in the 80's. Not only were there less articles published about females after 1984, in the 80's only 11% of any of the female gender focused articles utilized a feminist perspective.

In spite of the increase of women studies on college campuses and evolving curriculum that is more inclusive of women, the current gendered state of knowledge as represented by published scholarship in the discipline of education remains problematic for supporting gender equity. Even more disturbing is that the findings from feminist content analysis studies done in the late 80's and 90's show little improvement since the 70's and 80's in either the number of gender focused studies or problematic stereotypical representations from earlier studies.

A summary of the journals examined and their salient findings is provided in Table 2.2

**Table 2.2 Published Feminist Content Analysis: Education Literature**

Content Analysis	Journal articles	Years	Findings
Hart (2006)	Journal of Higher Education The Review of Higher Education Research in Higher Education	1990-2002	Although 17.5% state women focus, less than 1% specific feminist focus.
Parson & Ward (2001)	Journal of Higher Education The Review in Higher Education Research in Higher Education Educational Evaluation /Policy Analysis Educational Policy Policy Sciences Policy Studies journal Policy Studies Review	1980-1996	Only 1% made gender central to problem or used a feminist perspective.

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Wolgemuth, Kees & Safarik (2003)	Community College Journal of Research & Practice	1990-1999	3% of articles women focused, additional 2% use women as other variable. Dominant theme of women as deficient.
Hayes & Smith (1994)	Adult Education/Adult Ed Quarterly Adult Leadership/Lifelong Learning Adult Education Studies in the Education of Adults	1966-1990	50/112 articles portray women learners as deficient or with psychosocial adaptation issues.
Townsend (1993)	The Journal of Higher Education The Review of Higher Education Research in Higher Education	1969-1989	Only 4% focus on women.
Twombly (1993)	ERIC citation retrieval Social Sciences Index	1971-1989	More articles & feminist focus in 70's than 80s. No intersections of race, class, ethnicity, or sexual orientation.

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### **Importance of feminist content analysis of academic literature.**

Feminist content analysis of academic literature, such as educational journals and dissertation scholarship is vital for two reasons, a.) the role of academic literature in educational leadership training and socialization and, b.) the role of academic literature in future educational policy agenda setting. The presence or absence of gender focused inquiry in the academic literature has both a descriptive and prescriptive element, it describes the current cultural norms of the

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discipline of education and informs and prescribes the future agenda for educational program and policy plans.

Academic literature is a key text in graduate study curriculum (Grise-Owens, 2000). Because of the importance of academic literature in shaping a discipline's body of knowledge and the socialization of educational leaders to the profession, the absence or inadequacy of gender focused research in the literature limits opportunities for educational leaders to develop the dispositions to recognize and address gender inequity in their future roles.

The lack of attention to gender issues during graduate study also potentially has a negative impact on future research and publication. Parson and Ward (2001) state graduate socialization is one of the primary factors supporting the exclusion of feminist philosophical and methodological perspectives into the practice of researchers and educational leaders.

Additionally, academic literature plays a key role in agenda setting for future educational policies because it defines important issues and frames disciplinary discussions (Spender, 1981). The educational policy agenda parallels disciplinary topics and issues under serious discussion as presented in academic literature or at professional conferences (Fowler, 2004; Spender 1981).

The presence or absence of gender focused scholarship and the gender values represented in the text of academic literature, whether it is Ed.D. dissertation



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scholarship or published journal articles, makes an implicit statement about the current cultural relevance of ideas, theories and questions regarding gender issues in the discipline's knowledge base. Content analysis of academic literature can provide enhanced understanding of the consciousness, cultural gender beliefs and gender conceptualization of future educational leaders.

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### **Chapter 3. Methodology**

To better understand educational leader's values, beliefs and commitments to gender equity, this study examines the gender consciousness, cultural beliefs and gender conceptualization of educational leaders as represented by a key textual disciplinary artifact, the Educational Doctorate (Ed.D.) dissertation. The two guiding questions of this inquiry are: 1.) How prevalent is gender focused inquiry in Ed.D. dissertation scholarship from 1998-2007; and 2.) What are the cultural gender beliefs and gender conceptualizations represented in Ed.D. dissertation scholarship from leaders graduating in 1998-2007?

#### **Mixed Method Design Overview**

Mixed method research is defined by Johnson and Onwuegbuzie (2004) as “the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study”(p.17). I used a sequential mixed method approach in this study, incorporating three stages of sampling, data collection, reduction and analysis. Findings from each phase, inform the sampling decisions for each successive phase.

I used a quantitative method and descriptive approach in Phase I to identify and count titles of gender focused Ed. D. dissertation studies to address the first

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research question: How prevalent is gender focused inquiry in Ed.D. dissertation scholarship completed between 1998-2007?

I used a qualitative interpretive method in Phase I and Phase II to address the second research question: What are the cultural gender beliefs and gender conceptualizations represented in Ed.D. dissertation scholarship from leaders graduating in the last decade, 1998-2007? In Phase II, I examine a purposeful theoretical sample of 186 dissertation abstracts and in Phase III, I examine a smaller theoretical sample of 9 complete dissertations to develop a fuller understanding of the phenomenon.

### **Standards of Evidence and Methodological Pluralism**

The American Educational Research Association (AERA) is committed to methodological pluralism and they specifically state that assessment of educational research quality should use criteria appropriate to the type of research methodology (Freeman, deMarais, et al, 2007). Since this study includes a quantitative descriptive phase and qualitative interpretive phases, I utilize research quality assurance strategies that adhere to the disciplinary evidentiary standards appropriate for each method.

The quantitative, descriptive Phase I of this content analysis primarily uses stability, reproducibility and accuracy as the key quality standards, whereas the qualitative, interpretive phases II and III use public justifiability as the key quality

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standard. Public justifiability requires that enough of the context, coding and data reduction is provided in the description of findings for readers to make their own decisions on the legitimacy of the narrative (Ahuvia, 2000, Anfara, Brown & Mangione, 2002). Both of these strategies are described in more detail later in this chapter.

Additionally, Wilson (as cited by Freeman, deMarais, et al, 2007) offers 5 essential criteria to assess the credibility and strength of qualitative research evidence which inform this study. Wilson states, the evidence should be a.) congruent with the chosen research epistemology, b.) observable, c.) collected and analyzed systematically, d.) made public and e), compelling. Wilson's criteria provide the framework for the documentation and research reporting rationale used in this study.

### **Analytical transparency through appendices.**

I include several appendices with this study to support analytical transparency as Wilson suggests in his framework for assessing research quality (as cited by Freeman, deMarais, et al, 2007). In addition to Wilson's suggestions, Freeman, deMarrais, Pressle, Roulston and St.Pierre, (2007) recommend researchers provide adequate information so readers can assess the researcher's assertions and interpretations. They state, not only should research reports include descriptions and inclusion of data to support the claims, but ideally, data and

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analytical decisions can be made available for review. Several data appendices and coding memos are included with this study.

This level of transparency is appropriate for this study because feminist interpretive studies are often contested. However, the contested nature of data evaluation is not limited solely to feminist analysis or interpretive studies; it is also an inherent feature of any textual content analysis. Texts do not have just one single meaning and the meaning of any text is not necessarily shared (Ahuvia, 2000, Freeman, deMarrais, et al., 2007; Krippendorff, 2004).

However, the inclusion of coding appendices is not intended to ensure all readers reach the same conclusions, but simply to provide enough information for readers to assess if the researcher's interpretations are justified by the data. Public justifiability does not strive for public agreement or consensus. In fact the inherent nature of interpretive research rejects the assumption that all readers will reach the same conclusion on the evidence presented (Ahuvia, 2000).

The inclusion of appropriate appendices aligns with Wilson's criteria for assessing research quality by providing evidence to support that the data analysis is systematic, public and compelling.

### **Transparency of Ed.D. dissertations as public documents.**

The use of public documents as data additionally inherently supports transparency and disclosure to the reader and supports "public justifiability"

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(Ahuvia, 2000). Using public documents as a data source provides a higher evidentiary standard than interview transcripts or observer field notes because those type of qualitative data documents are generally not available to readers. Altheide, et al (2008) report that “documents are more stable, more reflective of social organization, activities, meanings and social rules than most other forms of data used by social scientists” (p132).

Additionally, document analysis of dissertations differs from transcribed interviews in the necessity for member checks to ensure clarity. Dissertations, unlike interview notes, are more than written memos of extemporaneous statements. Dissertations are the result of careful deliberations and intentional attempts to ensure that the written text accurately communicates the writer’s message. The completed text of a dissertation represents the writer’s reflection process as well as the peer review process by the dissertation committee. The nature of the dissertation norms of the writing and defense process provide an inherent member check.

### **Phase I: Quantitative Sample- Ed.D. Dissertation Titles**

The quantitative Phase I of this study focuses on determining the prevalence of gender focused inquiry in Ed.D scholarship. Since there is currently not an existing database that lists all the Ed.D. dissertations from public doctoral granting institutions, I examine and combine results from two databases, Carnegie

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Classification System for postsecondary educational institutions and UMI Proquest Dissertations and Thesis database to determine the U.S. public doctoral granting universities with Ed.D. dissertations completed during 1998-2007.

For the first step, I identified all the U.S. public doctoral granting universities through the *Carnegie classification* system database. Carnegie has been collecting educational institutional characteristics for over 30 years and is considered a reliable source of postsecondary institutional data (Douglass, 2005). Using the search filter for public doctoral granting universities eliminated private doctoral granting institutions to provide a more manageable sample. An alphabetical list of the complete listing of 173 public doctoral granting universities is included as Appendix E.

After identifying the 173 public doctoral granting institutions through Carnegie's database, I examined each of these institutions through the *UMI ProQuest Dissertations and Thesis* database using the search criteria of Ed.D. for degree type, and the specific dates of 1998-2007 to identify the sample of public doctoral institutions with Ed.D dissertations completed between 1998 through 2007. Public doctoral granting universities that offered only Ph.d degrees were eliminated from the sample, leaving 112 institutions with Ed.D.dissertations from 1998-2007.

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The Carnegie Classification System lists and categorizes the U.S. public doctoral granting institutions by three levels of intensity of research focus, a.) (DRU) Doctoral Research University, b.) (RUH) Research University High, and c.) (RUVH) Research University, Very High. Carnegie classifies and lists the institutions in this way to aide researchers in comparing similar institutions. Since the data was reported this way, I found it convenient to initially sort and systematically examine dissertations from the institutions in this manner.

I examined Ed.D. dissertations from 26 Carnegie classified DRU institutions, 45 Carnegie classified RUH institutions, and 41 Carnegie classified RUVH institutions for a total of 112 public doctoral granting institutions examined. An alphabetical list of the each of the Carnegie categories of public doctoral granting universities offering an Ed.D. between 1998-2007 is included as Appendices F, G, and H respectively. I examined each of these 112 institutions to identify a sample of 15,014 dissertation titles to review for Phase I of this study.

Because of the paucity of research on Ed.D. dissertation scholarship, I decided to include the entire census of 112 institutions and 15,014 titles in the sample. This sampling decision provides the most thorough investigation of an under-researched phenomena and eliminates generalizability issues from sampling error in the quantitative phase of the study. Using the entire census eliminates



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concern regarding whether the sample is representative of the population because the sample *is* the population.

### **Phase I Data Analysis-Dissertation Titles**

I used two trained coders to examine the 15,014 dissertation titles to identify and quantify the prevalence of gender focused scholarship. Krippendorff (2004) recommends for content analysis coders to be trained and tested enhancing intercoder and intracoder reliability (Krippendorff, 2004). The coder training instructions are included as Appendix C and tests for intercoder and intracoder reliability will be discussed further below under the discussion of research quality standards.

### **Phase I Quantitative Content Analysis Research Quality Standards**

Krippendorff (2005) states there are three types of reliability as standards to assess rigor and defensibility in quantitative content analysis studies: a.) stability, b.) reproducibility and c.) accuracy. The following section describes the strategies I used to address these three reliability standards in Phase I of this study.

#### **Standard of stability.**

The first reliability standard, stability is described by Krippendorff (2005) as “the degree to which a process is unchanging over time” (p.215). I attended to the stability standard by performing a test-retest on a random sample of titles coded by each coder after several weeks elapsed. The test –retest on coder #1 included 500

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titles and was accurate to 99.4 %. The test-retest on coder #2 included 500 titles and was accurate to 100%.

### **Quantitative content analysis reliability standard: Reproducibility.**

The second reliability standard, reproducibility is also known as intercoder reliability and considered a key standard of rigor for quantitative content analysis (Krippendorff, 2005; Weber, 2004). Intercoder reliability is the degree to which a process can be repeated by different coders working independently to achieve the same results (Krippendorff, 2005).

I utilized the complete sample of dissertations which was be coded by both coders and examined for intercoder reliability. Intercoder reliability was calculated as the simple percentage of agreement between two coders by counting the number of mutual agreements divided by the total number of titles examined. The coders agreed 14,812 times of 15014 for 98.7% intercoder reliability. Although the literature varies on acceptable percentages for intercoder reliability, most content analysis researchers agree that percentages over 80% indicate high reliability (Krippendorff, 2004).

Strategies for enhancing intercoder reliability in this study included, a.) provision of a predetermined coding dictionary, included as Appendix B, b.) coder training with written instructions to ensure consistency in decision making,

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included as Appendix B. and c.) coder practice on similar sample coding sheets of private institutions.

Coding for Phase I of the study was done by two coders working individually to identify gender focused titles. Identification was based solely from text in the titles and the list of gendered words or expressions provided by the coding dictionary, illustrated in Table 3.2

Additionally, a provision was provided in the coder training for the handling of potentially gendered words not indicated on the coding dictionary; a potentially gendered term not in the coding dictionary was marked to be either confirmed against the second coder's written coding sheet observations, or disconfirmed as a coder disagreement. All incidences of agreement or disagreement were reported and calculated for intercoder reliability.

### **Standard of accuracy.**

The final reliability standard, accuracy, primarily requires skills of organization of data records and careful attention to detail. Neuendorff (2004) reports the coding task for categorizing and counting manifest content is primarily one of thorough and accurate clerical recording.

Each of the 112 doctoral granting institutions in the sample was assigned a file that included, a.) institutional computer printout from UMI Proquest listing all

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dissertation titles for the time period 1998-2007, b.) coding sheets from both coders identifying gender focused titles, and c.) notes identifying any coder disagreements.

The institutional files were also color coded and categorized by Carnegie classification of research intensity for ease in comparing institutional variances.

All the coding counts were double checked and verified for accuracy.

**Table 3.2 Coding Dictionary**

<i><b>Terms indicating gender focus</b></i>	
Female	<p>girl, woman, mother , sister, aunt, grandmother, wife, feminine, femininity, feminist, headmistress, maternal, matriarchy, sorority, her, she</p> <p><i>anatomical/biological terms or specific medical conditions such as:</i> vagina, breast, ovary, uterus, pregnancy, menstrual, , breastfeeding, ovary, ovarian cancer, menopause</p> <p><i>Ethnic gendered references such as:</i> Chicana, Latina</p> <p><i>Female names such as:</i> Superintendent Susan Castillo, Senator Patty Murray, bell hooks</p>
Male	<p>boy, man, father, brother, uncle, grandfather, husband, masculine, masculinity, headmaster, paternal, patriarchy, fraternity, his, he</p> <p><i>anatomical/biological terms or specific medical conditions such as:</i> penis, testicle, testicular cancer, prostate cancer, erectile dysfunction</p> <p><i>Ethnic gendered references such as:</i> Chicano, Latino</p> <p><i>Male names such as:</i> U.S. Secretary of Education Arne Duncan, President Barack Obama, John Dewey</p>
LGTBIQ	<p>lesbian, gay, transvestite, transsexual, transgendered, bisexual, inter-sexed, queer, homosexual, homophobia, butch, dyke</p>
Other	<p>gender, gender equity, discrimination, gender discrimination, gender neutrality, gender blindness, gender gap, gendered sex, sexual harassment, sexual abuse, sexual assault, rape, Title IX, glass ceiling, pink collar ghetto, separate sex, single sex, co-educational, sexual orientation, sexuality,</p>

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sexual expression, heterosexual, hetero-normative, feminism, feminist

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### **Phase II-Qualitative Sample**

During the examination of dissertation titles, I used an analytical approach informed by Altheide, Coyle, DeVriese and Schneider's (2008) Qualitative Document Analysis (QDA) to allow relevant categories to emerge. QDA offers a flexible and reflexive approach to investigate and pursue patterns in textual data through deep immersion and interaction with documents. Emergent qualitative document analysis (QDA) incorporates an investigative eye and reflexivity throughout the entire process of sampling and data analysis. A more complete discussion of this approach is discussed later in this chapter description of the data analysis. My examination of the dissertation titles identified six relevant emergent categories that were used to inform the subsequent theoretical sampling of the abstracts.

I selected a smaller, purposeful, theoretical sample of 177 abstracts consisting of the 6 emergent categories for the qualitative Phase II of the study. Theoretical sampling is purposeful sampling that selects cases to help the researcher generate theory or illuminate specific concepts within the theory (Cresswell, 2005). The sample of 177 dissertation abstracts was informed by observations and categories emerging from the Phase I data analysis. Abstracts were selected to examine gendered cultural beliefs and gender conceptualizations in

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six thematic areas, a.) gendered leadership, b.) Black males, c) Latino/as, d.) LGTBIQ, e) Title IX, and f.) Feminism.

I selected all of the dissertation titles that represented each of these themes from the pool of 1185 gender focused titles that were identified in Phase I. This selection process resulted in a sample of 177 abstracts that included 24 abstracts describing male and female leadership comparative studies, 43 abstracts describing Black male studies, 44 abstracts describing Latino/a studies, 32 abstracts describing LGTBIQ studies, 15 studies describing Title IX studies, and 19 abstracts describing Feminist studies.

The selection of 177 abstracts for more in depth examination addresses the study's 2<sup>nd</sup> research question, What are the cultural gender beliefs and gender conceptualizations represented in Ed.D. dissertation scholarship from leaders graduating in 1998-2007?

I examined each of these abstracts using Tetreault's (1985) phase theory as a lens to illuminate cultural gender beliefs and conceptualizations. I used a coding rubric detailing Tetreault's (1985) phase theory to guide my coding with each of the abstracts examined. Tetreault's (1985) phase theory offers a tool that has been widely used to assess awareness and integration of feminist theory into academic disciplines. A complete description of Tetreault's (1985) phase theory is provided later in this chapter in the description of data analysis procedures.

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The appendix providing a list of the 177 abstract sample is included as Appendix K , The Tetreault phase theory coding rubric is included as Appendix A and the coding notes for representations gender beliefs and conceptualizations in the 6 emergent categories are included as Appendices O through T, respectively entitled, O.) Male v Female Leader Tetreault coding, P.) Black Males Tetreault coding, Q). Latino/a Tetreault coding, R).LGTBIQ Tetreault coding, , S).Title IX Tetreault coding, and T). Feminism Tetreault coding.

### **Phase III-Qualitative Sample**

After examining the 177 abstracts, I then selected a purposeful, theoretical sample of 9 complete dissertation texts. I examined nine complete dissertations consisting of Ed. D. dissertations with similar topics on three subgroups a.) dissertations that compared male and female leadership, b.) dissertations that examined Black male students from a deficiency perspective, and c.) dissertations that examined LGTBIQ support through GSA clubs. Altheide, et. al. (2008) recommend a sample size of 6-10 documents for in depth qualitative document analysis. Their recommendation and time constraints were decisive in limiting my full text examination of dissertations to 9 documents. I primarily examined the documents for representations relating to the 6 emergent themes and gender cultural beliefs and conceptualizations reflected in Tetreaults' Feminist Phase theory.

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The examination's primary intention was to address the study's 2<sup>nd</sup> research question, What are the cultural gender beliefs and gender conceptualizations represented in Ed.D. dissertation scholarship from leaders graduating in 1998-2007? To identify cultural gender beliefs and conceptualizations, each of these 9 complete dissertations was initially coded using Tetreault's feminist phase theory, then each was examined again more fully using Altheide et al's (2008) qualitative document analysis (QDA) as a framework to uncover emergent themes. Coding rubrics and coding memos for the 9 complete dissertations are provided as Appendices L). LGTBIQ GSA clubs, M.) Comparisons of male v female leadership, and N).Black male student achievement

I initially read each complete dissertation to gain an overall impression of its representations of cultural gender beliefs and gender conceptualizations. Then I re-read each dissertation page by page noting any pages or paragraphs that represented themes from Tetreault's (1985) phase theory rubric. I examined each of those paragraphs more closely sentence by sentence and phrase by phrase to re-affirm passages that represented gender cultural beliefs or conceptualizations as described by Tetreault (1985). I indicate representations of Tetreault themes on the coding rubrics.

The texts were also reviewed again comparing and contrasting themes to develop coding memos of emergent categories. Those emergent codes are included



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in the coding memos included as Appendices L). LGTBIQ GSA clubs, M.)

Comparisons of male v female leadership, and N).Black male student achievement.

### **Phase II & Phase III- Qualitative Data Analysis**

Qualitative content analysis offers an interpretive approach to rearticulate textual data into meaningful new narratives (Krippendorff, 2004). The qualitative data analysis in this study is informed by Tetreault's (1985) *feminist phase theory* which is used as an analytical tool to identify and categorize cultural gender beliefs and gender conceptualizations. Along with examination through the lens of Tetreault's feminist phase theory, the qualitative data analysis for this study uses emergent qualitative document analysis (QDA) (Altheide, Coyle, DeVriese & Schneider's, 2008) which provides a flexible yet systematic approach to allow for emergent themes. These analytical tools and approaches are described further in the following sections.

#### **Tetreault's feminist phase theory.**

Tetreault's (1985) Feminist Phase Theory is an analytical model based on the evolution of gender consciousness and feminist thought on gendered traditions, history and experiences in selected academic disciplines. During the 1980's feminist scholars saw the need for evaluation models to assess the impact of women studies and the ensuing evolution and proliferation of gender scholarship on college campuses (Minnich,1990; Schuster & Van Dyne, 1984). Analytical tools

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like Tetreault's Phase Theory (1985) were developed and utilized in evaluating the integration of feminist scholarship into academic curriculum transformation projects disciplines to assess progress toward a more gender balanced view of human knowledge (Schuster & Van Dyne, 1984, Tetreault 1985).

Tetreault's (1985) feminist phase theory model offers a useful tool to identify and categorize stages of inclusion of feminist theory into disciplinary scholarship and can illuminate problematic stereotypical representations, cultural beliefs and gender conceptualizations. Tetreault's feminist phase theory (1985) has had widespread use in the discipline of education in content analysis studies of textbooks (Coghlin, 2007), curriculum evaluation, (Chuppa-Cornell, 2005), school leaders selection processes (Gerber, 1999; Tanner, 2000) and journal articles (Hayes & Smith, 1994; Twombly, 1993). Tetreault's (1985) model has been used to examine history, literature and science curriculum in K-12 educational settings and higher education disciplines of anthropology, psychology, history and literature. Hayes and Smith (1994) report that "Tetreault presents one of the most comprehensive and detailed models for analyzing scholarship on women" (p.203).

Table 3.3 summarizes Tetreault's phase theory and informs the coding rubric. The coding rubric for categorizing text according to Tetreault's phase theory model is included as Appendix A.

**Table 3. 3 Tetreault's (1985) *Feminist Phase Theory* categorization**

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Feminist Phase Theory	Explanation of categories
Phase 1 Male scholarship	Androcentric. Male experience is the universal norm
Phase 2 Compensatory scholarship	Acknowledgement of male & female difference Female experiences are compared to male norms Exceptional women are added to the male cultural story Biological differences
Phase 3 Bifocal scholarship	Gender as social construction Male and female as dual categories Public vs private spheres Agentic or community aspects of gender
Phase 4 Feminist scholarship	Recognition of complexity of multiple intersections of diversity impacting women's gender experiences, such as race, ethnicity, religion, sexual preference, or social class
Phase 5 Multifocal or relational scholarship	Gender balanced perspective of commonality as well as particularity of male/female experience Questions social construction of masculinity & femininity

Tetreault's (1985) feminist phase theory model compares a text's representations with five different phases of the evolution of gender conceptualization in feminist scholarship: a.) phase one is male scholarship, b.) phase two is compensatory scholarship, c.) phase three is bifocal scholarship, d.) phase four is feminist scholarship, and e.) phase five is multifocal or relational scholarship. A summary of Tetreault's model is provided in Table 3.

Phase one, the male scholarship model can also be described as androcentric. This perspective exhibits little consciousness of women having a different lived experience than men. It is assumed male experience is universal,

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male history is the history of humanity and legitimate knowledge is primarily by men and about men.

Phase two, compensatory scholarship awareness increases that women's experiences may be missing and although studies begin to consider the female experience the focus continues to compare women to male norms. Studies often center on biological differences or female deficiencies to the gender socialized norm. Compensatory scholarship also considers exceptional or special women as added characters to the male-centered cultural story.

Phase three, bifocal scholarship begins to assert that males and females have different experiences and women may be disadvantaged under present social systems and institutional norms. The bifocal perspective sees men and women as dual categories of humanity. Bifocal scholarship accentuates and problematizes gendered socialization issues such as private vs. public spheres, or agentic vs. community aspects of self for females.

Phase four, feminist scholarship recognizes multiple intersections of diversity are factors impacting women's experiences, such as race, ethnicity, religion, sexual preference, or social class. An additional focus of the feminist scholarship phase is an analysis of women's experience within the social historical, political and economic context.

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Phase five, multifocal or relational scholarship is a gender balanced perspective that shows the commonality as well as the particularity of men and women's experience. It questions the social construction of masculinity and femininity and advocates for a more fluid and holistic approach. This approach also examines historical, political and economic context and both private sphere and public sphere activities for a more complete view of human experience.

Tetreault's model is not meant to be rigid, linear or categorically mutually exclusive. Gender focused research, curriculum or other texts may not always evolve sequentially and can also be representative of more than one category. This model provides a framework and analytical tool to examine the texts for the inclusion of feminist thought and to illuminate cultural gender beliefs and gender conceptualizations.

### **Altheide's emergent qualitative document analysis (QDA).**

Along with coding of the abstracts and complete dissertations texts using Tetreault's (1985) *feminist phase theory*, throughout the study I also utilized strategies from (QDA) qualitative document analysis (Altheide, et al., 2008) to identify emergent themes. QDA offers an emergent approach rather than a rigid set of procedures which include strategies such as "immersion in the subject matter, conceptually informed conversation with numerous documents and examples, and

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theoretical sampling for systemic and constant comparison” (Altheide, 1987, p.127).

Although data analysis of data gathered from a prior protocol like Tetreault’s Phase Theory can support a theoretically informed account of content, Altheide (1987) states that using a structured protocol alone can obscure critical questions and issues that fall outside of the pre-determined categories (Altheide, 1987). Since this study definition of gender is intentionally more inclusive than other prior studies that have used Tetreault’s feminist phase theory for analysis, the addition of the flexible yet systematic approach to data analysis provided by Altheide, et al.’s (2008) emergent qualitative document analysis is appropriate.

### **Phase II & III- Interpretive Standards of Evidence**

Interpretive methods necessarily have interpretive standards for assessing research quality (Freeman, deMarais et al, 2007). The interpretive nature of qualitative content analysis substitutes “public justifiability” (Ahuvia, 2000, p. 146) for the standard of replicability used in quantitative approaches to content analysis. Public justifiability requires that enough of the context, coding and data reduction is provided in the description of findings for readers to make their own decisions on the legitimacy of the narrative (Ahuvia, 2000, Anfara, Brown & Mangione, 2002).

The primary strategy for supporting public justifiability in the qualitative Phases II and III of this study is through transparent disclosure of interpretative

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decision making in appendices (Ahuvia, 2001). Coding memos are included as appendices and available for readers to help make the researcher's perspective clear and support assertions that the researcher's interpretations are compellingly justified by the data.

Systematic and careful documentation of procedures provide a record to both support adequate researcher reflectivity and enhance the credibility of the study (Freeman, deMarais, et al, 2007; Strauss & Corbin 1990). The use of coding rubrics utilizing Tetreault's (1985) feminist phase theory along with memos for Altheide, et al's (2008) (QDA) approach to emergent qualitative document analysis supports systematic analysis and documentation.

### **Human Subjects Review Considerations**

Since the sample consists of pre-existing publicly available documents, Ed.D. Dissertations, I requested and received a waiver of review from Portland State University. The public nature of these pre-existing documents and the normative non-confidential nature of Ed.D. dissertation authorship qualified the study for an exemption claim for waived review under the Portland State University HRRSC guidelines. The application for waived review is included as Appendix D.

### **Delimitations**

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This study's parameters include Ed.D. dissertations from public doctoral granting universities from 1998-2007 in digital format available through *UMI Proquest Thesis and Dissertation database*. If a dissertation from a public doctoral institution completed during that time period was not available to download electronically by UMI Proquest it may not be included in the sample.

This research examines Ed.D. dissertations only and purposely excludes Ph.D. dissertations in the discipline of education. Although Ph.D dissertations could also provide a rich source of data, search parameters of the UMI Proquest database for the Ph.D degree also includes Ph.D recipients from all other disciplines which must be manually examined and excluded. Although, the UMI Proquest database features department as an additional search parameter, the lack of conformity in naming education departments offering a Ph.D. in education makes inclusion of Ph.D. dissertations in the sample too time consuming and unfeasible for this study.

The study is also limited to U.S. public doctoral granting institutions as listed by the Carnegie Institutional Classification. This would specifically exclude institutions classified as Masters degree institutions that may also offer the Ed.D. degree, such as Alabama State, Texas A & M, Corpus Christi, University of West Georgia, Southern Connecticut State and other Carnegie classified M.S. institutions.



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Additionally, it should be noted that there are many private doctoral institutions with a long tradition of offering Ed.D. programs that grant a significant number of degrees annually. It would be beneficial for future studies to include Ed.D.dissertation scholarship from private Doctoral granting institutions in the sample. However, private institutions and Masters level institutions offering the Ed. D. degree were not included in this study to keep the sample size more manageable.

### **Limitations**

The UMI Proquest database used for sample selection is widely used by U.S doctoral granting institutions, however, if an institution had not reported a dissertation completed between 1998 and 2007 to the database, or Proquest has not made the dissertation available during the data collection period of this study in 2010, it could be missing from the sample.

The unit of analysis for the initial quantitative phase of this study utilizes dissertation titles to ascertain a gender focus in the study, which assumes dissertation titles actually reflect the dissertation contents. Although research reporting guidelines for dissertations recommend titles reflect the central phenomenon, theories, variables or participants being studied (American Psychological Association, 2009; Creswell, 2005), non-conforming or unusual dissertation titles that do not explicitly state the gendered terms from the coding dictionary in their title would be excluded, if the dissertations does examine gender.

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Additionally, findings from the small purposeful, theoretical sample of 9 dissertation texts in the qualitative phase III of the study are not meant to be representative of the population and findings should not be considered generalizable.

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### Chapter 4. Description of Findings

This chapter presents the findings in a format that provides insights into the original research questions for each successive three phases of the study. The following narrative also includes tables and charts to illustrate the findings.

#### Phase I-Question 1. Prevalence of Gender Focus

Phase I of this content analysis primarily focused on describing and quantifying data to address the first research question 1.) How prevalent is gender focused inquiry in recent Ed.D. dissertation scholarship, from 1998-2007.

Of the sample of 15,014 Ed. D dissertation titles examined 1185, or a total of 7.9 % indicated a gender focus. However, of the 1185 gender focused titles, 64 dissertations were included even though gender was not the primary focus, but was one of multiple variables examined in the study such as: *The difference in physical fitness levels of fifth graders according to socioeconomic groups and gender* (Wolford, 1998) or *An investigation of the learning styles of ninth grade public school students: black and white, male and female, general level and gifted, magnet* (Cozens, 1999).

Additionally 145 of the 1185 gender focused titles were selected because of a gendered proper name such as: *Heritage to Legacy: A content analysis of the Coretta Scott King award winning picture book from 1976-2004* (Abdel-Malik,

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2004) or *Leadership styles of interdisciplinary health science education leaders of Quentin Burdick programs* (Sasnett, 2006).

The design of this study purposely cast a wide net to ensure any potential gender focused studies were included in the examination. The significance and implications of the findings in light of this inclusive approach will be discussed further in Chapter 5.

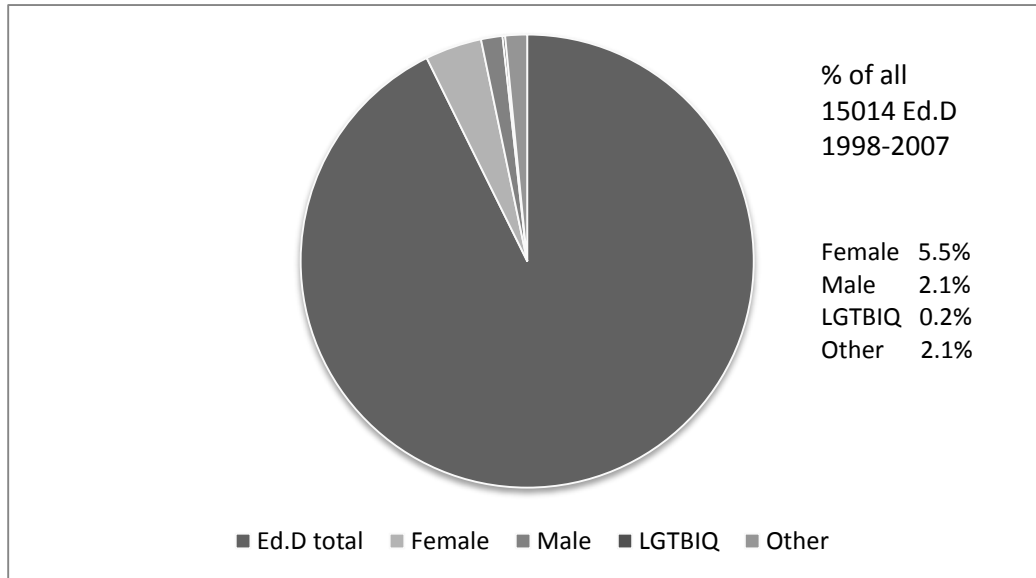
The 1185 gender focused studies consisted of 655 female focused studies, 248 male focused studies, 32 LGTBIQ focused studies and 250 coded as other. The category of other in this study includes studies that refer to both genders or are non-specific in gender focus exemplified by studies such as: *Five public school principal's perceptions of student to student sexual harassment* (Clements, 1999). A chart illustrating each of the categories as a percentage of the total number of gender focused dissertations is below as Figure 4.1. Since LGTBIQ gender focused studies were less than 1% of the total number of gender focused studies, their representation is barely visible on the chart.

### **Variances of prevalence of gender focus**

Although examination of the entire sample of 15, 014 titles indicated an overall 7.9 % gender focus, there was a wide range of variation in percentage of gender focused dissertation scholarship in the 112 public doctoral granting institutions examined. In the sample of 112 institutions, the 10 institutions with the highest concentration of gender focused dissertations ranged from 14.2% to 57.1% and are listed below in Table 4.1.

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**Figure 4.1. % of total Dissertations for each category of gender**



**Table 4.1. Doctoral institutions with highest dissertation gender focus**

10 Institutions with highest gender focus	% gender	Carnegie Classification
University of Oregon	57.1 %	RUH
Pennsylvania State University	28.8 %	RUVH
Ohio University	23.0 %	RUH
University of Cincinnati	18.4 %	RUVH
University of Massachusetts-Amherst	18.0 %	RUVH
Georgia Southern University	16.4 %	DRU
University of Kentucky	16.4 %	RUVH
Texas Woman's University	14.3 %	DRU
University of Southern Carolina	14.3 %	RUVH
University of Massachusetts-Boston	14.2 %	DRU

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Furthermore, of the 112 doctoral institutions in the sample, the 10 institutions with the lowest concentration of gender focus revealed a disturbing finding of zero gender focus in any of the Ed. D. dissertations completed at those institutions during 1998 through 2007, the years examined in this study. These institutions are listed in Table 4.2.

The ten institutions that revealed zero gender focused dissertations amount to 9% of the sample of 112 institutions examined. Nearly a third, 37 of the institutions, had 4-8% gender focus in their E.D. dissertations. Additionally, 63 of the 112 institutions, or 56% had an Ed.D. dissertation gender focus ranging between 4 and 12 %. The range of gender focus in the 112 institutions examined is listed in Table 4.3. Additionally, the ranking list of all 112 institutions with gender focused totals and percentages is included as Appendix J.

**Table 4.2. Doctoral institutions with lowest dissertation gender focus**

10 Institutions with lowest gender focus	% gender	Carnegie Classification
University of Oklahoma	0%	RUH
George Mason University	0%	RUH
University of Connecticut	0%	RUVH
University of Idaho	0%	RUVH
University of Mississippi	0%	RUH
University of Nebraska	0%	RUH
University of New Orleans	0%	RUH
University of Toledo	0%	RUH
University of Vermont	0%	RUH

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Wichita University Kansas	0%	RUH
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Furthermore, institutional variances in the prevalence of gender focused dissertation scholarship varied and corresponded with institutional research focus according to Carnegie's classification. Institutions with the lowest research focus also had the lowest dissertation gender focus.

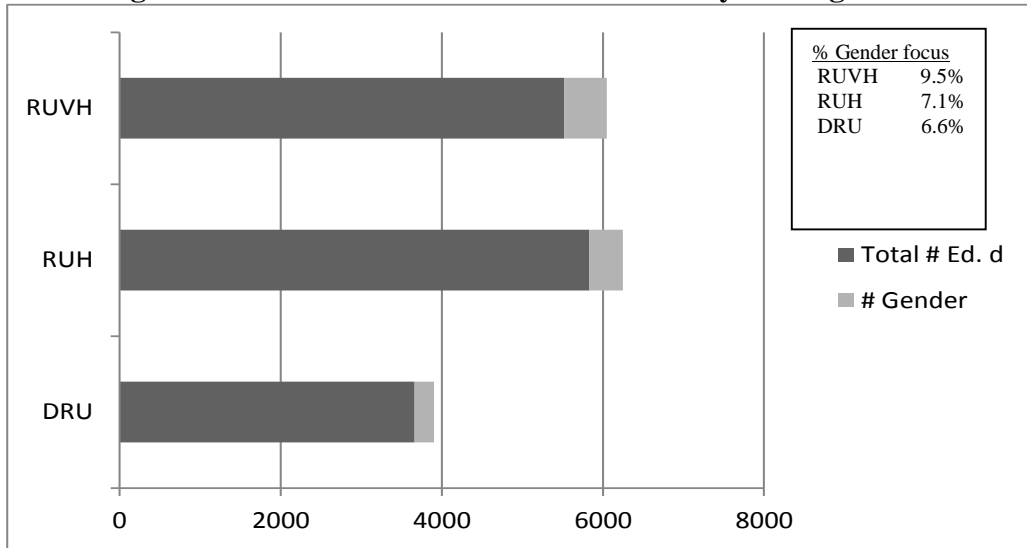
**Table 4.3 Range of gender focus exhibited in the sample of 112 institutions**

Range of gender focus	# of doctoral institutions	% of institutions
-0- gender focus	10 institutions	9%
1-4%	20 institutions	18%
4-8%	37 institutions	33%
8-12%	26 institutions	23%
12-16%	12 institutions	11%
16-20%	4 institutions	3%
20-24%	2 institutions	2%
24-30%	0 institutions	0%
> 30%	1 institutions	1%

The mean gender focus in institutions with Carnegie classification DRU, the lowest institutional research focus was 6.6%, the mean gender focus in institutions with Carnegie classification RUH, the middle range institutional research focus was 7.1%, and the Carnegie classification with the highest research focus, RUVH reported the highest mean percentage of gender focused dissertations at 9.5%. The mean for the entire sample of 112 institutions was 7.8%. A graph of the percentage of gender focused dissertations in each Carnegie institutional research classification is included as Figure 4.2

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**Figure 4.2. Gender focus % of dissertations by Carnegie Classification**



### Phase I-Question 2-Beliefs and Gender Conceptualizations

In addition to illuminating the initial research question about the prevalence of gender focused Ed.D. scholarship, the quantitative content analysis of phase I of this research also uncovered patterns and themes that related to the second research question; What are the cultural gender beliefs and gender conceptualizations represented in Ed.D. dissertation scholarship from 1998-2007?

Patterns and themes emerging from examining the 1185 gender focused dissertations informed the selected purposeful sample of abstracts examined in Phase II of this study. Three emergent themes representing problematic gender cultural beliefs and conceptualizations examined were: a.) masculine leadership privileged. b.) Black males “othered” c.) Latinas silenced.



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Since scholars state the absence of a topic is also an indicator of the cultural consciousness and commitment to the issue (Krippendorf, 2004, Leavy 2007), three emergent themes with scanty representation were also included for further examination in the abstracts. The findings also revealed these three themes which were noticeably under- represented in the Ed.D. scholarship, a.) LGBTQ silenced, b.) Title IX trivialized, and c.) Feminism marginalized. Findings regarding each of these six themes follow.

### **Finding 1. Masculine leaders privileged**

Although the dissertations identified by coders because they included a gendered proper name may not directly be a gender focused study, an examination of who is listed in this dissertation scholarship and how they are represented illuminates a pattern of gendered cultural beliefs. Krippendorf (2004) states that co-occurrence of two concepts, or an association of favorable or unfavorable characteristics with a topic is an indicator of a cultural belief. Additionally, the frequency of co-occurrence indicates the strength of association of the concept in the culture.

Gendered and masculine portrayals of leadership, intellectual authority and eminence were evident in the examination of the 145 dissertation titles containing gendered proper names. If it was not clear by the dissertation title alone if the proper name referred to a male or female the dissertation text was consulted to

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properly categorize this emergent theme. The proper names were disproportionately associated with males in positions of leadership, intellectual authority and eminence in comparison to females as will be detailed in the following paragraphs.

The emergent category leadership included terms associated with the name such as leadership, legacy, influence, contributions, and job titles such as Dean, or President. Notably, males were associated directly 8 times with the specific word leadership whereas women were only associated with leadership 5 times, and usually peripherally. All 5 female associations with the specific word leadership were indirect or included qualifiers, such as: a.) symbolic leadership, b.) leading explorer, c.) leadership path, d.) spiritual leader and e.) religious leader. However, the 8 studies associating a male name with leadership were more direct and two also used additional positive adjectives such as: a) transformational leadership, b.) active positive leader, c.) Christian leader, d.) leadership, e.) leadership, f.) leadership, g.) leadership, and h.) leadership.

Males were also associated with the position of Dean or President 4 times, whereas females only were once. However, males were associated with influence, contributions or legacy 5 times, and similarly, females were associated 5 times with these terms.

The emergent category of intellectual authority included associations such as philosopher, intellectual, doctor, scientist, scholar, and also included theories or

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methods named after the originator. Male names were associated with theories 15 times, but females only twice.

Additionally, the term intellectual was associated 4 times with males, but never with females. In like fashion, males were also associated with the term philosophy or philosopher 2 times, but females were never associated with these terms in the 145 dissertations with proper names.

The term Doctor or scholar was associated 2 times with males, never with females. A similar term scientist was associated with a female, but like the findings of the usage of the word leadership, when the term scientist was used with a female it also had an indirect qualifier, scientific habit.

Males were associated once with curriculum as were females. Males were associated with technique 2 times, and females had associations with two similar terms, typology, once and decree, once.

### **Finding 2. Black males “othered”**

Of the studies that were male gender focused, when ethnicity was cited, it was predominately examining males of color. They were also usually Black males; of the 115 male gender focused studies mentioning ethnicity, 69 were studies of Black males, 29 focused on Hispanic/Latino males, 3 focused on Chinese males, 1 Filipino, 1 Indian and 1 Saudi. In only 2 studies, did the title specify White males.

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Additionally, 20 of the studies focusing Black males examined the issue from a deviancy or deficiency perspective.

### **Finding 3. Latinas silenced**

Subordination and silencing of Latinas was also indicated from the examination of the titles. Because of the linguistic norm of the Spanish language of using Latino to describe populations of mixed gender, it was difficult to ascertain from the titles whether these studies referred to males, females, or both. A sample of Latina/o dissertation titles were purposefully selected to examine the abstracts which will be detailed further under the findings of Phase II.

### **Finding 4. Title IX trivialized**

The examination of dissertation titles revealed a paucity of studies on Title IX, of the Educational Amendments of 1972, federal gender equity legislation. Of the 15, 014 gender focused titles identified, only 15 dissertations mentioned Title IX in the title, or less than 1/10<sup>th</sup> of 1%. Abstracts were examined for all 15 of the dissertations using Title IX as a descriptor in the dissertation title.

### **Finding 5. LGTBIQ silenced**

Additionally, 32 Ed.D. dissertations, or .2% of the gender focused dissertations identified examine LGTBIQ issues. Abstracts were examined for all 32 gender focused dissertations focusing on LGTBIQ populations.

### **Finding 6. Feminism marginalized**

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In similar fashion, the term feminist or feminism was noticeably scanty in the sample. Only 19 dissertation titles were found using the term feminist or feminism to describe their research or analysis, or approximately .1% of the 15,014 dissertations in the sample. Abstracts were examined for all 19 of the gender focused dissertations using feminist or feminism as a descriptor in the title.

### **Phase II- Findings-Gender Cultural Beliefs and Conceptualizations**

An examination of the 6 categories of abstracts using the lens of Tetreault's phase theory provided insight into the second research question: What are the gender cultural gender beliefs and gender conceptualizations represented in the sample? Findings are detailed in Table 4. 4 below. Most of the abstracts examined had representations of gender cultural beliefs and gender conceptualizations that fall into the lowest two phases of Tetreault's Feminist Phase Theory, 204 of the 362 representations, or 56% fall in Tetreault phases 1 and 2.

**Table 4. 4 Abstract categories with Tetreault Coding**

<b>Emergent themes Abstracts</b>	<b>Phase 1 Male scholarship</b>	<b>Phase 2 Compensatory scholarship</b>	<b>Phase 3 Bifocal Scholarship</b>	<b>Phase 4 Feminist scholarship</b>	<b>Phase 4 Multifocal Scholarship</b>
M v F Leaders	0	31	10		0
Black Males	17	26	1	41	0
Latino/a	50	28	3	16	5

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LGTBIQ	0	14	12	26	3
Title IX	2	18	6	2	2
Feminist	0	18	13	9	9
<i>Phase totals</i>	<b>69</b>	<b>135</b>	<b>45</b>	<b>96</b>	<b>17</b>

Although there were also a large number of representations in Tetreault's Phase 4, we should be mindful that these were primarily in the Black males, Latino and LGTBIQ abstracts that were selected purposefully to examine these issues of implied intersectionality.

### **PHASE III. Findings Cultural Gender Beliefs & Conceptualizations**

#### **LGTBIQ dissertations.**

I selected three dissertations that examined Gay Straight Alliance clubs (GSA)'s. Gay straight alliance clubs support LGTBIQ students and engage heterosexual students in advocacy. The findings of phase I titles of this study revealed a silencing of LGTBIQ issues, indicating a biased cultural belief that privileges heterosexuality. The full text examination confirmed this finding.

Talone's (2006) case study interviewed GSA advisors, GSA Presidents and assistant principals at four sites. Doppler's (2000) study interviewed current and former staff members of the Massachusetts Department of Education, Gay Lesbian

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and Straight Education Network, and Governor's Commission on Gay and Lesbian and surveyed GSA advisors. Shore's (2007) study interviewed GSA advisors and surveyed student participants.

The three dissertations revealed great similarities in their representations of cultural gender beliefs and gender conceptualization. They recognized gender as a social construction which corresponds to Bifocal Scholarship, Phase 3 of Tetreault's model. In addition to recognizing gender as a social construction, all three of the GSA dissertations critiqued the social construction of masculinity and femininity, corresponding to Multifocal or Relational scholarship, Phase 5 of Tetreault's model. Additionally, although this topic inherently represents Feminist scholarship, Tetreault's Phase 4, because of the focus on gender identity and sexual orientation, these three dissertations offered little discussion of intersecting identity variables such as race, ethnicity, class, religion, abilities, or other factors.

### **Male v. female leader dissertations.**

I selected three dissertations that examine the gendered cultural belief that males and females exhibit different leadership attributes. The findings of phase I of this study revealed a biased gender cultural belief that privileges male leadership.

Clisbee's (2004) dissertation examined gender based differences of 100 school superintendents and 425 administrators who report to them using a

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quantitative design and data collected from 3 surveys. Halloran's (2007) dissertation examined perceived differences in leadership practices of male and female superintendents as identified by a survey of 375 Massachusetts K-12 public school committee members. Pasteris's (1998) dissertation surveyed 152 principals and 501 teachers regarding leadership effectiveness.

The dissertations revealed great similarities in their literature review representations of cultural gender beliefs and gender conceptualization with varied levels of critique. All three of the dissertations examining gendered leadership recognized gender as a social construction which corresponds to Bifocal Scholarship, Phase 3 of Tetreault's model. However, Clisbee's (2004) dissertation offered strong critique of the social construction of gender which corresponds to Phase 5, multifocal scholarship. However, all of these dissertations provided little discussion of the complex intersections of diversity that is indicative of Tetreault's Phase 4, Feminist Scholarship.

### **Black male dissertations**

I selected three dissertations that similarly examined academic achievement and school adaptation for Black males. I selected these because they use individual personality traits to examine academic challenges faced by Black males. The phase



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I findings of this study indicated black males experience “othering” which implies a gender cultural belief that Black males are deficient.

Crawford’s (2002) dissertation examined attitudes of Black males towards academic learning as an impact on academic achievement. Marshall’s (2003) dissertation examines locus of control on the academic achievement of Black males. Likewise, Salley’s (2005) dissertation examined relationships between persistence, resilience and academic achievement among high school Black males.

Each of these dissertations primarily and implicitly represents Feminist Scholarship, indicated by Phase 4 of Tetreault’s phase theory because they examine race as it intersects with gender in Black males. However, little explicit discussion is referenced to how being a Black male in the US educational system is different than being a Black female. Additionally, these three studies varied considerably in their reporting and level of critique of the gendered cultural beliefs represented in the review of literature that informed the research.

### **Emergent themes of fear, silencing and discrimination**

Although these did not specifically address the research questions of this study, additional emergent interconnected themes of fear, silencing and discrimination were present in all of full text dissertations in varying levels of intensity. Themes were on a represented on a continuum through overt acts of

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silencing and threats of social or economic harm or violence by others or strategies of self-silencing to prevent negative consequences from gender expressions counter to cultural norms. Coding memos for the full text dissertations are included as Appendices L.) LBTBIQ dissertations, M.) Male v Female Leader Dissertations, and O.) Black Male Dissertations.

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### **Chapter 5: Summary Discussion and Recommendations**

This final chapter of the dissertation begins with a restatement of the research purpose, conceptual framework and original research questions. It will continue with a discussion of the overall implications of the findings in relation to the conceptual framework and existing academic literature. The format of the discussion of findings will follow the same structure as Chapter 4, where insights into the research questions are discussed for each successive phase of the study. The implications of each of the emergent themes will be presented with suggestions for practice and future research. The conclusion will summarize the contribution this study makes to the discipline.

The purpose of this study was to gain better understanding of the gender equity values, beliefs and commitments of educational leaders as represented in a key textual artifact of doctoral study and essential component of educational academic literature, the Ed.D. dissertation. Content analysis with a feminist analytical lens examined the manifest and latent content of the Ed.D. dissertation scholarship to provide insight into the two research questions, 1.) How prevalent is gender focused inquiry in Ed.D. dissertation scholarship from 1998-2007?, and 2.) What are the cultural gender beliefs and gender conceptualizations represented in Ed.D. dissertation scholarship from 1998-2007 ?

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The conceptual framework for this study was provided by three concepts, a.) leadership, values, beliefs and commitments are key to gender equitable institutions,(U.S. Department of Labor, 1995). b.) values, beliefs and commitments of individuals and their culture are represented in textual artifacts, (Krippendorf, 2004; Laswell, 1949; Leavy, 2007) c.) feminist analysis provides a useful tool to illuminate gendered practices (Leavy, 2007; Bensimon & Marshall,1997; Marshall & Gerstl-Pepin, 2005).

### **Question 1. Finding 1: Low Prevalence of Gender Focus**

Phase I of this study primarily focused on addressing the first research question 1.) How prevalent is gender focused inquiry in recent Ed.D. dissertation scholarship, from 1998-2007?

The findings indicate that gender focused inquiry is not prevalent in this sample of dissertations from 1998-2007. Of the 15,014 dissertations completed during this period only 7.9% of the titles indicate any possible inclusion or examination of gender. These findings do not represent a high consciousness or commitment to gender equity issues in the Ed.D. dissertation scholarship from 1998 to 2007 in U.S. public doctoral granting institutions. As Krippendorf, (2004) states us, the presence or absence of a concept in a body of text is an indicator of cultural consciousness and the frequency of the concept's occurrence is an indicator of priority, emphasis and commitment.

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Additionally, because of the intentional, conservative design of this study, the prevalence of dissertation studies that intentionally or specifically examine gender is actually less than the 7.9 % represented by the total findings in this study. This study purposely cast a wide net in the Phase I sample selection to include as many gendered terms as possible that could indicate a potential gender focus. This intentionally inclusive approach overstates the number of gender focused dissertations found because studies were included where gender was incidental rather than intentional and not the primary focus of the dissertation.

Two examples of this type of incidental or secondary gender focus are in the studies selected because of gendered proper names, such as *The perceived effectiveness of Milton Erickson's hypnotic communication patterns in counselor supervision (Burow, 1998)* or studies with multiple variables that include gender such as, *Differences in learning style preference among students of diverse ethnicities, gender, academic placement level and academic achievement, (McGraw, 2005)*. Although, the inclusion of these types of titles is important to get a fuller picture of how gender is represented in this body of educational scholarship, these types of studies often are not an intentional examination of gender.

Furthermore, the intentional inclusion of male gender focused studies and LGBTBIQ focused studies in this study's design makes it more challenging to

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compare the findings with prior similar content analysis studies conducted on educational journal articles. Most of the previous studies in the literature focus solely on examining the prevalence of female gender focused research in journal articles (Hart, 2006, Hayes & Smith, 1994, Parson & Ward, 2001, Townsend, 1993, Twombly, 1993, Wolgemuth, Kees & Safarik, 2003).

Comparing the total 7.9% aggregated female, male and LGTBIQ, and other/all inclusive gender focused findings of this study with previous literature of female focused only studies could give the illusion of progress with an increase in gender focused scholarship. However, when the female gender focused findings of this study are considered separately there has been no increase in female gender focused scholarship from the time of Wolgemuth, Kees & Safarik's (2003) study of publications in the 1990's or even Townsend's (1993) study of published educational scholarship from the 70's and 80's.

The scanty representation of gender focus in of dissertation scholarship by educational leaders in the findings of this study gives cause for concern in light of the importance of Ed.D. dissertation research. Dissertations are a key component of educational leadership academic literature, a significant source of gender equity research and a vital policy resource in the discipline of education (Murphy & Vriesenga, 2006; Shakeshaft, Brown, et al, 2007).

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Dissertations are individual products of original scholarship. Dissertations represent the synthesis and culmination of the coursework, academic study, and the professional experiences of doctoral candidates (Boyer, 1990; Mauch & Birch, 1998). If the dissertation is truly a representative artifact of individual academic insights and scholarly identity, the scanty representation of gender focused scholarship in this study's findings does not inspire confidence about the collective gender equity consciousness and commitment of the future educational leaders receiving Ed.D. doctorates from U.S. public universities during 1998-2007.

Additionally, research and communication contents exemplify both the values and beliefs of the originator and reflect the social values and cultural beliefs of their group (Harding, 1986, Janowitz, 1968, Laswell, 1949). Academic socialization literature states the values, beliefs and behaviors of scholars and educational leaders are developed during doctoral study (Anderson & Swazey, 1998; Austin, 2002; Baird, 1992; Boyer, 1990; Nettles & Millet, 2006; Tierney & Rhoades, 1994; Weidman, Twale & Stein, 2001). The scanty prevalence of gender focused dissertation scholarship also implies a low group cultural consciousness and commitment to gender issues transmitted through Ed.D. academic socialization.

Since the findings of this study overall show so few of the 15,014 Ed.D. dissertations from the 112 U.S. public doctoral granting institutions indicate any

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type of gender focus, this has problematic implications for the credibility and accountability of doctoral training programs in regards to the development of gender equity values. Doctoral training programs have a responsibility to support the development of values (Walker, Golde, Jones, Bueschel, & Hutchings, 2008). The Carnegie Foundation for the Advancement of Teaching's (2008) study of doctoral programs states that doctoral education is more than merely the development of intellectual expertise, but is inherently "the growth of the personality, character, habits of heart and mind" (Walker, Golde, Jones, Bueschel, & Hutchings, 2008, p.8). The findings of this study in light of the academic socialization and doctoral preparation literature suggests a need to examine doctoral programs in regards to the development of gender equity values in educational leaders. Recommendations for future research are provided at the end of this chapter.

### **Question 1. Finding 2: Institutional Variation of Gender Focus**

The recommendation for future research to examine and compare educational leadership doctoral programs is also indicated by the second finding from Phase I ; The findings also showed great institutional variance in the prevalence of gender focused dissertation research.

Although examination of the entire sample of 15, 014 dissertation titles indicated an overall low prevalence of gender focus at 7.9 %, the findings showed a



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wide range of variation in percentage of gender focused dissertation scholarship in the 112 public doctoral granting institutions examined. The 10 institutions with the highest gender focus in their dissertations were all over 14%. In contrast, a problematic finding was that 9% of 112 doctoral granting institutions preparing educational leaders and scholars revealed a disturbing finding of zero gender focused dissertations in the entire 10 year period from 1998-2007. The educational doctorates graduating from these 10 institutions did not submit even 1 dissertation research study in 10 years where gender was included as one of multiple research variables. This absence of any mention of gender in the dissertation scholarship of an entire decade for 9% of all the US public doctoral granting institutions does not inspire confidence in the dispositions of educational leaders towards gender equity. Recommendations for future institutional and program research are provided at the end of this chapter.

### **Question.1. Finding 3. Correlation Gender Focus & Institutional Research**

Another interesting finding is that the institutional variances in the prevalence of gender focused dissertation scholarship directly corresponded with the institutions overall research focus and intensity according to the Carnegie Classification System. The institutions with the lowest research focus also had the lowest gender focus in the dissertation research. The Carnegie classifications, DRU, the lowest institutional research focus was 6.6%, RUH, the middle range

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institutional research focus was 7.1%, and RUVH, the highest institutional research focus was 9.5%.

This finding of a correlation of higher percentages of gender focused scholarship with more research intensive universities is in contrast with previous smaller qualitative studies which suggest institutions with a more intensive research focus may place more pressure and offer more hostile environments to scholars working on gender issues (Gumport, 1990; Safarik, 2003).

### **Question 2. Cultural Gender Beliefs and Gender Conceptualizations**

The findings of Phase I also provided insights into the second research question; What are the cultural gender beliefs and gender conceptualizations represented in Ed.D. dissertation scholarship from 1998-2007? The six key findings representing gendered cultural beliefs and conceptualizations in the Phase I findings are discussed below.

#### **Finding 1. Masculine leadership and scholarship privileged.**

The Ed.D. dissertation scholarship examined in this study represents a strong gendered cultural belief that educational leadership, intellectual authority and eminence is associated with males. The findings indicate that in the gender focused titles identified through gendered proper names male names are 4 times as frequently as females to be attributed with the favorable qualities of leadership, intellectual authority and eminence.

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The number of favorable or unfavorable characteristics attributed to a concept are indicators of the values and beliefs of the writer, the readers and their common culture (Krippendorf, 2004). Additionally, the frequency of the attributions are indicators of the strength or intensity of the attitudes held by those in the culture (Krippendorf, 2004).

The 1185 gender focused studies identified are more than 2x as likely to be about females, (655 females,) than males, (285 males). However, the 145 dissertations with gendered proper names in the title underrepresent females in association with leadership, intellectual authority and eminence in comparison to males. Although more than twice as many of all the gender focused dissertations in the entire sample referred to females rather than males, the studies with gendered proper names representing the positive characteristics of leadership, intellectual authority, or eminence were associated with males four times as often as females.

The disproportional underrepresentation of female proper names associated with leadership and intellectual authority in the research findings gives cause for concern. Because dissertations are a key component of the academic literature, and as such, impact the knowledge base of educational leaders and policymakers, the predominant representation of males in positions of leadership and intellectual authority provides strong reinforcement for male privilege and institutional gender inequity. Fowler (2004) states “among the most important messages communicated

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by institutions that shape consciousness are messages about who should hold leading positions in society and who should be dominated by others” (p.59).

The underrepresentation of females implies that males are the legitimate knowledge experts of the discipline to study and emulate and the paucity of females represented in roles of leadership and expertise implies there are none, or they have nothing credible to add to the discourse (Code, 1991; Sandler, Silverberg & Hall, 1996).

These representations illuminated in these findings perpetuate problematic biased gender cultural beliefs. Literature indicates males are perceived as more competent and legitimate as leaders (Carli & Eagly, 2001). Academic scholarship has a history of equating males with credibility, value and authority; whereas, female claims to knowledge and expertise are often trivialized or discredited because of gender stereotypes (Code, 1991, 1995a, 1995b; Harding, 1986).

The findings also mirror prior findings in the literature that gendered representations in educational leadership journal articles privilege males for leadership positions (Epp, Sackney and Kustachey, 1994).

The representations of these biased cultural beliefs is problematic in light of the literature’s reporting of disproportional underrepresentation of females in the superintendency, (Glass, 2000: Holland, 2011), legacy of comparably lower wages for female faculty, (Banerji, 2006) employment, promotion and tenure inequities

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for female faculty (AAUW, 2004; AAUP, 2006; Banerji, 2006; Wilson, 2006), and female educational leaders and scholars fear of negative career repercussions from addressing gender equity issues (Bronstein & Romaley, 2002; Rusch, 2004; Skrla, Reyes & Scheurich, 2000).

Additionally, studies of females in the superintendency suggest that many female educational leaders have challenges in seeing themselves as leaders, developing a leadership identity and feeling confident about their career preparation (Scherr, 1995). Improving the representation of females as leaders, intellectual authority and eminence in the collective body of educational leadership scholarship could make it easier for females to see themselves in this role and increase overall perceptions of the public of females in roles of leadership intellectual authority and eminence.

### **Question 2. Finding 2. Black males “othered”**

The findings in this study represent a gendered cultural belief that white males are the universal male and males of color are the “other”. McDowell and Sharp (1999) define *othering* as “as related to another person or persons existing distinct from oneself, different in identity, kind or quality” (p.194). The concept of otherness exists in opposition to the concept of universal and creates a binary categorization of individuals characterized as either the norm or deviant cases from the norm.

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McIntosh (2001) states that Whites are conditioned to think their lives as normative with no racial identity and only “others” are described in racial terms. Of the 115 male focused studies, mentioning ethnicity, only 2 times did the research specifically indicate it was a study of White males. However, in contrast, 69 indicated they were studies of Black males, 29 Hispanic/Latino males, 3 Chinese males, 1 Indian male, 1 Filipino, and 1 Saudi. Black males were also portrayed as deviant or deficient 20 times.

The concept of *other* as one that is different in kind or quality from the mythical norm is salient when reviewing the findings of male focused gender dissertations because when race is mentioned it is predominately males of color and it is often represented from a different, deviant or deficient perspective. For example:

*The attitudes of rural eight grade Black males towards academic learning and its impact on academic achievement* (Crawford, 2002), *Raising Abel: What do African American single mothers do to raise successful African American middle school boys?* (Rascoe, 2003), or *Social cognition and language: Abusive language and the African-American juvenile transgressor* (Bibb, 1999).

Sometimes titles imply that individual or family deficiencies are the cause of academic achievement issues. Although not all of the titles that focus on the study of black males represent the deficiency or deviancy perspective, there are

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enough problematic representations to reinforce negative gendered cultural beliefs about Black males.

Feminist and postcolonial scholars critique the act of *othering* as a discursive practice which serves to reinforce power relations of dominance (Dines & Humez, 2002; Harding, 1998; Said, 1978). The production of knowledge about those not in power by representing them as inferior *others* has historically been utilized by White, upper class, males of European descent as members of the ruling class, to maintain the status quo (McDowell and Sharp, 1999). The discursive practice of *othering* was used in popular upper class 19<sup>th</sup> century media such as *Harpers Weekly* in the US and *Punch* in the UK to reinforce unjust policies and practices that oppressed non-dominant groups (Dines & Humez, 2002).

Hurtado (2001) states “Each oppressed group in the United States is positioned in a particular and distinct relationship to white men, and each form of subordination is shaped by this relationship” (p.152). The commonality sexism, racism, classism and other forms of oppression share is inequity based on hierarchal social categorization and the ability of those in power to effectively maintain it (Dines & Humez, 2002). Othering males of color and othering females is not merely about race and gender, it is about who has the cultural power to influence opinion through access to media and other forums of representation.

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Historically, males of color and females have been compared and both represented as deficient and deviant others as a means of social control. Harding (1998) describes how sexist, racist and orientalist discourses of 19<sup>th</sup> century colonialist science projects informed each other and served to legitimize relations of power. Stephan (1996) offers the example of Carl Vogt's scientific comparisons of brain weights and skull sizes of females with male Africans and infants as a form of legitimation and rationalization for maintaining subordinate roles to those in power.

In this way the findings regarding males of color in this study parallel findings from previous feminist content analysis studies of journal articles about females; they were both marginalized and represented as deviant or deficient to a mythical norm (Hayes & Smith, 1994; Wolgemuth, Kees & Safarik, 2003). Hayes and Smith (1994) remind us feminist scholarship needs to be more than just scholarship about gendered people, it needs to have a critical consciousness to represent them fairly without perpetuating problematic cultural beliefs that support gender inequities.

It is problematic that this discursive practice is represented in the findings because dissertation scholarship exemplifies the production of knowledge in the discipline of education. The perceived legitimacy of academic literature makes its' discursive power even more insidious as a means of reproducing inequities.



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### **Finding 3. Latinas silenced**

The findings illuminate an androcentric linguistic pattern that although it also represents a cultural norm for the Spanish language, silences and subordinates Latina voices. The male term Latino is used to describe samples that consist of both males and females. In some instances the androcentric term Latino is used to describe studies consisting of predominately female participants (Chowdhurey, 2006; Hernandez, 2005; Riviera, 2007; Robles-Goodwin, 2001).

This finding is very provocative and illuminates both the commonalities and conflicting tension that often exist between multiculturalism and feminism. A postcolonial and indigenous research perspective may critique research requirements for sample participant descriptions and research reporting that does not consider and respect their cultural linguistic traditions.

However, I think a legal analogy could be an appropriate lens to view some of these tensions regarding research norms or reporting rules and to guide a researcher: Does this behavior of silencing Latinas comply with the letter of the law, or the intention of the law? If the intention of a postcolonial research perspective is to protect the rights of non-dominant cultures to accurately represent themselves and their knowledge, we must also ask, is the intention being honored or the knowledge accurately represented if the cultural norms silence participants because of their gender?

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Of course, a critical, postcolonial perspective might also ask “whose law”? Who created these norms and who benefits by their continuation? It does provoke researcher reflexivity on how should research proceed when scientific reporting norms and cultural norms conflict? Cannella and Manuelito remind us of the challenges of transnational feminist interpretations when they state, “we recognize we always run the risk of privileging certain perspectives and marginalizing, essentializing or even erasing others” (2008, p.46).

Although, as a feminist researcher I wish to respect indigenous traditions and multicultural perspectives, I believe it is also important to illuminate cultural traditions that subordinate and silence groups of people because of their gender. Harding (1998) reminds us, just because research represents a certain cultural perspective, it doesn’t mean that it is accurate, fair or empowering. Males cannot be fairly or even rationally positioned as the definitive voice of knowledge, when female voices are a main contributor to that knowledge, but are silenced because of linguistic cultural traditions.

This distorted representation of the experiences and perceptions of Latina females usurped under the androcentric term Latino reinforces cultural gender beliefs that males are the creators and envoys of cultural knowledge. As Sandra Harding (1985) remarks, “only women are assumed to be the bearers of gender and only men are the bearers of culture” (p.90).

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Using the masculine term Latino to describe a mixed population sample falsely assumes and represents a mythical gender neutrality. However, gender is often one of the most valuable explanatory variables in examining social patterns (Harding, 1986). Ignoring potential gender differences and overgeneralizing research findings to describe a mythical genderless human has been critiqued by feminist scholars as bad science (Fox Keller, 1996; Haraway, 1996; Harding, 1986).

Accurate sample description not only a scholarly obligation, but an ethical one; the use of biased androcentric language in reporting research can privileges males at the expense of females (Harding, 1986). Language that privileges males devalues females and serves to maintain and reinforce sexist behaviors and perceptions (Briere & Lanktree, 1983).

The findings that many of the dissertations involving Latinos and Latinas use a Spanish linguistic cultural norm with androcentric bias in assigning titles to their studies and describing their samples is troubling. The literature finds the use of biased language is more likely to be associated with those who hold sexist beliefs. For example, Jacobsen and Insko (1985) found that writers with stereotypically sexist attitudes and beliefs were more likely to use sexist pronouns and descriptors in their writing. Additionally, those who endorse sexist beliefs

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were less likely to recognize sexist language or to register it as problematic (Swim, Mallett & Stangor, 1994).

In the findings representing dissertation research about Latinas, basic research reporting improvements such as improved sample description, elimination of biased language and avoidance of overgeneralizations would be an improvement for gender equity. As was mentioned earlier in this report in the previous discussion of institutional variances, the literature from feminist empiricists suggest some androcentric bias can be eliminated by stricter adherence to methodological and research standards (Fox Keller, 1996; Harding, 1986). Accurately describing samples, eliminating biased language and avoiding overgeneralizations are also basic research reporting standards endorsed in the *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition*, which establishes academic writing norms in the discipline of education (American Psychological Association, 2009).

### **Finding 4. Title IX trivialized**

Since the frequency of a topic's occurrence is an indicator of the cultural consciousness and commitment to the topic, the findings of this study do not indicate the discipline of education has a high consciousness or commitment to understanding or implementing Title IX federal legislation gender equity policy.

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This implies a cultural belief that gender equity is not a topic of concern or high priority in the discipline of education.

The scanty representation of dissertations examining federal educational gender equity policy is of concern since, the frequency of a concept or idea in a body of text indicates consciousness and commitment to the idea (Krippendorf, 2004). This conclusion also mirrors concerns expressed by scholars in the 2007 *Handbook for Achieving Gender Equity through Education*; They state “Over the past 20 years, there have been indicators of continued ignorance and neglect by educators about their gender equity responsibilities and knowledge of Title IX” (Klein, Homer, Kramarae, Nash, Burger, & Shevitz, 2007, p. 656).

Of the 15,014 dissertations completed between 1998 and 2007, less than 1%, could be found mentioning Title IX, of the Education Amendments of 1972 (Title IX). Title IX is a comprehensive federal law that prohibits discrimination on the basis of gender in any education program in institutions that receive federal funds (U.S. Department of Justice, 2010). The U.S. Department of Justice official website (2010) states, “ The principal objective of Title IX is to avoid the use of federal money to support sexually discriminatory practices in education programs such as sexual harassment and employment discrimination and to provide individual citizens effective protection against those practices”.

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Not only is federal gender equity policy rarely examined in this sample of Ed.D. dissertation scholarship, the Title IX research represented in the sample also trivializes issues of gender inequity by offering a narrow policy framing that focuses inquiries solely on athletic program gender equity. Although Title IX encompasses a wide range of gender equity compliance issues as indicated in the prior paragraph, 10 of the 12 dissertations addressing title IX issues focused solely on athletic program gender equity.

In addition, during the same frame as the Ed.D. research in this sample, the U.S. Office of Civil Rights reported that gender discrimination cases in educational institutions comprised 7% of the civil rights complaints in 2001, 2002 and 2003 (Nash, Klein, Bitters, Hobbs, Howe, Shevitz, & Wharton, 2007). During 3 of the years included in this study's sample, 1997, 2004, and 2006, of the Department of Education's Office for Civil Rights also sent reminder letters to all state and local school superintendents and college presidents requesting educational leaders pay attention to issues of gender inequity, and specifically to review Title IX policies and grievance procedures (Nash, Klein, Bitters, et al, 2007).

Educational leaders are charged with the ensuring fair treatment for the students, teachers and staff in their institutions as well as implementing federal and state educational policies that govern their institutions. It should be of concern that the findings of this study show such scanty representation of research studies

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focusing on the most significant gender equity legislation to be enacted in the United States in over 40 years.

In light of the prominent role dissertation scholarship plays in the discipline of educational leadership (Murphy & Vriesenga, 2006) and gender equity in education (Shakeshaft, Brown, et al, 2007), the paucity of Ed.D. dissertation scholarship from U.S. public doctoral granting institutions of this key federal civil rights and gender equity education policy illuminates a problematic research gap that should be of concern to leaders and scholars in the discipline of education.

### **Finding 5. LGTBIQ Issues Silenced**

The scarcity of dissertations examining LGTBIQ issues in the findings also implies an overall conceptualization of gender as a heterosexual issue, pertaining primarily to biological and binary categories of male and female. This gender conceptualization silences and marginalizes individuals whose sexual orientation, gender identity or gender expression does not align with hetero-normative cultural beliefs. Kosciw, Byard, Fischer and Joslin (2007) state “one of the most common methods of perpetuating heterosexist norms is by ignoring LGBT issues altogether, thereby sending out the message that non-heterosexual individuals do not exist or are not to be acknowledged” (p.563).

The finding that less than 1% of the 1185 titles gender focused titles examined mentioned LGTBIQ issues in the dissertation titles has problematic

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implications for the safety and well-being of staff and educators employed in educational institutions and the students entrusted to their care.

The literature indicates educational leaders report their preparation programs rarely provide content or discussion regarding the prevention of bullying based on perceived gender identity (Lugg, 2003), yet there is overwhelming evidence that LGTBIQ students are frequently targeted for harassment and even violence by classmates (Kosciw & Diaz, 2005; Kosciw, Greytak, Diaz, Bartkiew, 2010). Kimmel and Mahler's (2003) study of the 28 school shootings from 1982-2001 concluded that homophobic acts of bullying precipitated each of these violent acts.

The 2005 National School Climate Survey (Kosciw & Diaz, 2005) reports that 75% of students report routinely hearing derogatory remarks about gender expression or sexual orientation. Additionally, when discriminatory and derogatory remarks are made in the presence of teachers or staff, only 16.5 % of students report intervention by school personnel. Furthermore, 18.6% of students report that discriminatory and derogatory gender terms and remarks are made by teachers and school staff.

More recently, the *2010 GLSEN National School Climate Survey* report that 62.4% of LGTBIQ students do not report acts of harassment because they feel staff



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would not intervene and 33.9 % of LGTBIQ students who do report incidences, report a lack of response by educational staff in their schools.

Kosciw et al (2007) surmised that a possible reason for a lack of support and intervention by educators and staff may be the fear of reprisals and negative consequences from school administrators or community members. Teachers have found they can suffer negative repercussions for LGTBIQ advocacy efforts and for introducing controversial topics to their students. A Laramie high school teacher was terminated after pressures from the School board and community for initiating classroom activities and discussion based on the play *The Laramie Project*, which tells the story of the brutal murder of Matthew Shepard, a gay youth (Toppo, 2009).

In light of literature discussing gender inequity, oppression and violence towards LGTBIQ identified individuals in educational institutions, the Ed.D. dissertation scholarship is problematically nearly silent on these issues with less than 1% dissertations providing voice to these concerns.

### **Finding 6. Feminism marginalized**

The findings of this study do not indicate the discipline of education has a high consciousness or commitment to feminist research methods or analysis in Ed.D. dissertation scholarship. When comparing the findings of this study with the prior literature it also confirms a diminishing focus in feminist inquiry.

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Krippendorff's (2004) states the presence of absence of a topic indicates the cultural awareness and consciousness and the frequency of occurrence in a body of text is an indicator of its cultural importance. The findings of this study indicate educational leaders completing a dissertation in U.S. public doctoral granting institutions in 1998 to 2007 implies a cultural lack of consciousness regarding feminist inquiry or that feminism is considered unimportant or unnecessary in the creation of knowledge about teaching, learning and administration in US educational institutions.

When we compare these findings to the literature it also shows a disturbing trend of diminishing interest in feminist analysis in spite of continuing gender discrimination and inequities in US institutions as detailed in the introduction and literature review of this study. Twombly's (1993) study indicates feminist thinking was more prevalent in the 70's than in the 80's. She found less gender focused articles published after 1984, in the 80's where only 11% of any of the female gender focused articles utilized a feminist perspective.

As time goes on, it appears the landscape of feminist inquiry becomes more bleak. The findings of this study of Ed.D. dissertations parallels findings of Parson and Ward's (2001) and Hart's (2006) feminist content analysis of journals in the paucity of studies examining feminism or using a feminist analytical lens. Parson and Ward's (2001) study focusing on articles published from 1980-1996 in

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eight journals, *The Journal of Higher Education*, *The Review of Higher Education* and *Research in Higher Education*, *Educational Evaluation and Policy Analysis*, *Educational Policy*, *Policy Sciences*, *Policy Studies Journal*, and *Policy Studies Review* also found that approximately 1% utilized a feminist perspective.

Hart's study (2006) focused on articles published from 1990-2002 in *The Journal of Higher Education*, *The Review of Higher Education* and *Research in Higher Education*. Of the 1065 articles, Hart found less than 1% of the published higher education articles explicitly mentioned a feminist perspective in the article's title or abstract. The data findings from this study along with the Hart (2006) and Parson and Ward, (2001) journal content analysis studies show diminishing focus in the number of feminist inquiries since Townsend's (1993) study completed in the 70's and 80's.

Reflection on the scanty representation of Ed. D dissertations mentioning feminism or feminist analysis in light of previous literature we must consider these findings could represent a fear of academic and professional backlash against feminist scholarship. For example, Skrla, Reyes, and Scheurich's (2000) findings report female educational leaders perceive gender as an unwelcome and risky topic of discussion with school boards, state educational agencies and legislatures which could result in negative professional, economic and personal repercussions. Additionally, studies have found faculty often avoid engaging in overt gender

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equity activities because they can result in negative teaching evaluations and negatively impact promotion and tenure decisions (Bronstein & Ramaley, 2002; Rusch, 2004).

### **Question. 2. Gender Beliefs & Conceptualizations: Tetreault's Phase Theory**

The findings from closer examination of the sample through the purposefully selected 185 abstracts and the full text from 9 selected dissertations continue to reveal and exemplify a low level of integration of feminist theory in the discipline of education's Ed.D. dissertation scholarship. Tetreault's feminist phase theory provides a systematic guide to assess curricular and scholarly integration of gender scholarship and evolving gender conceptualization into the disciplinary canon (Tetreault, 1985). Deeper examination of the abstracts confirmed the problematic cultural gender beliefs and conceptualizations found in Phase I of the study.

Abstracts from three of the emergent categories were selected because pattern of problematic gender conceptualization emerged such as, a.) privileging masculine leadership, b.) Othering Black males, and c.) silencing Latinas. Abstracts from the other three emergent categories were selected because of a pattern of scanty representation such as a.) silencing LGTBQ, b.) Title IX trivialization, and c.) feminist marginalization.

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Comparisons of the abstracts and full dissertation text with Tetreault's (1985) guide confirmed patterns of problematic gender bias and representations indicating cultural gender beliefs and conceptualizations in the earlier phases of Tetreault's (1985) feminist phase theory, especially in the dissertation scholarship on gendered leadership and Latino/a issues.

Tetreault's Phase I, androcentric knowledge, is represented in the abstracts of Latino/a studies that conceptualize knowledge as androcentric, where male experience is the universal norm. This is exemplified in subordinating and silencing the voice of Latina research subjects by aggregating their experience with males and labeling it as Latino knowledge.

Additionally, the findings revealed a prevalence of Phase II and Phase III representations in the abstracts on gendered leadership which serve to reinforce biased gendered cultural beliefs that males and females exhibit different leadership traits and have differing abilities to lead. The representations of Tetreault's Phase II and III include the framing of studies to examine cultural beliefs regarding females versus male leadership qualities, or discussions of agentic vs community aspects of leadership behaviors.

Even the abstracts selected because the title indicated feminist or feminism were mixed in the integration of feminist theory into the scholarship. Many of these abstracts also had a high number of representations in the lower phases of

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Tetreault's phase theory. Although lower phases recognizes male and female difference, which provides a good start in understanding gender difference that can lead to gender inequities, these phases do not critique the social construction of gender or gender roles. Additionally, the lower phases of Tetreault do not recognize other complex intersections of identity that impact gender equity.

Phase three of Tetreault begins to discuss gender as a social construction but has varying degrees of criticism or acceptance of that conceptualization. For example representations in the initial levels of phase three describe the different roles that males and female occupy and often these representation are uncritically examined. The representations exemplified in phase three often examine or describe agentic versus communal behavioral traits or discuss tensions and issues between responsibilities in either the public or private spheres.

Phase 3 representations of female role responsibilities in the private sphere as a factor in leadership, without a corresponding representation of male role responsibilities in the private sphere reinforces biased cultural beliefs that maintaining the physical home space and caring for family members is only a female problem.

Although the purposefully selected sampling of abstracts identified to illuminate and exemplify themes of problematic gender bias does not allow for generalization, there are enough cases of dissertations representing biased gendered

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cultural beliefs and conceptualizations in the sample for concern. It indicates that even when scholars intentionally represent that their study looks at gender, they can still inadvertently reinforce problematic gender cultural beliefs.

For example, when dissertations examining gendered leadership discuss the challenges of maintaining a home and attending to childcare issues when discussing female leaders, often exemplified by Tetreault's phases 2 and 3, yet these facets of the life are ignored when discussing male leaders it reinforces gendered cultural beliefs about gender roles and appropriate gendered behavior. Additionally, when intersecting variables of identity are ignored when examining gender, Tetreault's phase 4, it can paint a false picture of progress in gender equity in educational institutions when some groups such as white, upper class, heterosexual, young women make incremental gender equity advancements in access to and benefits from education, when a more critical examination can reveal continuing discrimination.

The use of the sequential phases in Tetreault's (1985) feminist phase theory as a curriculum or disciplinary assessment tool provides a useful guide to not only assess where are we at, but also provides a glimpse into where we might go next to integrate a more gender fair perspective into our work. As the work of scholars and educators progresses towards the higher Tetreault Phases, 4 and 5, it begins to be more representative of integration of gender theory into the canon. The intention of

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categorizing gender focused scholarship is not to be too critical of curricular or scholarly attempts to address gender equity, but to serve as an indicator of where we are and illuminate a potential path to progression.

Huestis (2004) describes the introduction of Tetreault's phases into the disciplinary canon and discourse on a continuum of either gender indoctrination or gender liberation, where the earliest phases of Tetreault's continue to represent gender biased beliefs and conceptualizations of gender, whereas the later phases represent more gender equitable beliefs and conceptualizations. Additionally, Nielson and Abromit (1993) state that explicit critique and resistance to gender performance norms in the academic disciplinary canon doesn't occur until the later portions of Tetreault's Phase 3, Bifocal scholarship, and in the Feminist scholarship, Phase 4, and Multifocal scholarship, Phase 5.

### **Fear, silencing and discrimination**

The findings of this study along with reflection on existing literature reaffirms, "we're not there yet" as a discipline in the representations of gendered cultural beliefs and conceptualizations in the body of literature that informs our field. The implication that "we are not there yet" when it comes to a disciplinary consciousness and commitment to gender equity, not only parallels the literature that informed this study, but was also exemplified in the final phase of this study, the review of 9 full text dissertations.



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The 9 dissertations represent three categories of individuals that frequently experience gender discrimination, females in educational leadership positions, Black males in academic settings and LGTBIQ students in our educational institutions. The examination of the complete dissertations affirmed findings from the abstracts and additionally revealed a common interconnected theme of fear, silencing and discrimination related to cultural gender beliefs and gender conceptualizations. The fear of social stigma, negative career repercussions and even violence resulting from the perceived failure to conform to cultural gender expectations in educational institutions has a stifling impact on the realization of human potential.

Although, the small purposefully selected sample of 9 dissertations is not generalizable, as educational leaders entrusted with the care and safety of students and faculty in our nation's educational institutions, the representations of fear, discrimination and reports of protective self-silencing present in the dissertation scholarship matters. A summary discussion with recommendations for doctoral program planning and research follows.

### **Summary Discussion**

Gender focus in Ed.D. Dissertation is not prevalent, especially when considering the sampling strategies in this study purposely included several studies who only incidentally or peripherally indicated gender. Additionally, problematic

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biases were revealed in the representations of gender cultural beliefs and conceptualizations during closer examinations of the abstracts and full text.

The findings of scanty and problematic representations of values, beliefs and commitments to gender equity from this examination of Ed.D. dissertations, a culminating document produced, disseminated and utilized by educational leaders, are troubling. Especially since, the U.S. Department of Labor Glass Ceiling Commission (1995) cites the critical nature of leadership values, beliefs and commitments in creating and maintaining gender fair institutions.

Additionally, professional educational associations from K-12, postsecondary and adult education and training in the discipline of education unanimously report the need for greater attention and improvements in the preparation and evaluation of educational leaders in the development of equity values and commitments.

My recommendations based on the findings, previous literature and my personal experiences encompass increasing the focus on gender equity in doctoral program planning and evaluation activities and undertaking gender focused institutional and program research.

### **Doctoral Program Planning, Practice and Evaluation Recommendations**

The findings have significant implications for planning and evaluation of doctoral training programs in the discipline of education. The low prevalence of

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gender focused scholarship and concentration of representations of problematic biased gender beliefs and conceptualizations suggests a need for curriculum improvements.

We must also question why so few dissertations examined LGBTBIQ issues, Title IX, or utilized a Feminist analytical lens. The scanty representation of research in these three key areas that support gender equity issues and advocacy is cause for concern.

Additionally, themes of silencing, and self-silencing out of fear of stigmatization or negative consequences resulting from gender equity advocacy in the full text dissertations examined suggests a need for attending to doctoral programs' gender equity climate. Doctoral programs should increase their attention on both including gender scholarship into program content and creating an inclusive climate for gender focused scholars. My specific practice recommendations include:

- Include gender scholarship in educational doctorate course content.
- Develop professional learning communities that foster interdisciplinary collaborations with gender studies scholars.
- Hire faculty with evidence of gender equity values and commitments.

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- Imbed evidence of equity commitments into faculty promotion and tenure review process.
- Initiate and support faculty professional development in gender focused research projects.
- Encourage and support doctoral candidates engaged in gender focused research.
- Systematically and periodically review Ed.D scholarship emanating from the program for evidence of gender equity values, beliefs and commitments.

### **Doctoral Program Gender Focused Research Recommendations**

I recommend undertaking institutional research to better understand factors that support or inhibit gender focused scholarship. Considering the findings in light of previous literature, several research avenues could be productive areas of inquiry to add to existing knowledge, such as:

- How is the topic gender equity introduced into course content in doctoral programs?
- What are current socialization norms of doctoral students and new faculty in regards to gender equity discourse and research?

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- What types of curriculum and program evaluations are being done at the doctoral level to assess leadership values regarding gender equity?
- What are the differences between institutions that have a high scholarly gender focus in dissertations and institutions with little or no gender focus in dissertations?
- What is the impact of dissertation advising on gender focused scholarship?

The catalyst for these research questions stems from the three key findings of, a.) low prevalence of gender focus, b.) institutional variance in gender focus, and c.) correlation of gender focus with overall institutional research focus.

Reflection on these findings in light of the current literature follows.

### **Research recommendation: Low prevalence of gender focus.**

In light of the evidence of continued gender inequities in US educational institutions discussed in this dissertation's literature review, a natural question arising from the findings is :Why is there so little gender focus overall in the Ed.D. dissertation scholarship represented in this large 10 year sample ?

Since the values, beliefs and commitments of an institutions's leadership are key to developing gender fair institutions (US Department of Labor, 1995) and the values, beliefs and commitments of educational leaders are developed during their

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academic socialization (Anderson & Swazey, 1998; Austin, 2002; Baird, 1992; Boyer, 1990; Nettles & Millet, 2006; Tierney & Rhoades, 1994; Weidman, Twale & Stein, 2001), it would be useful for future research studies to examine educational doctorate programs to assess how educational leaders are prepared in regards to gender equity.

Examining the gender equity consciousness and commitments in doctoral training programs could be a productive area of inquiry since prior studies also determined, a.) educational leadership course syllabi devote little attention to gender issues, (Hess & Kelly, 2004 ; Nicholaides & Gaynor, 1992), b.) gender equity, social justice and diversity topics are poorly represented in educational leadership journals (Murphy & Vriesenga, 2004), c.) educational leadership students report little gender discussion in their programs (Iselt, Brown & Irby, 2001 ; Lugg, 2003 ; Skrla, Reyes & Scheurich, 2000), d.) doctoral students report negative and gendered academic socialization experiences (Kerlin, 1997 ; Kerlin, 1995 ;Kurtz-Costes, Helmke, Ule-Steiner, 2006) and e.) educational leadership faculty often report that conversations in their departments about gender or race issues are infrequent and unproductive (Rusch, 2004) and f.) doctoral educational leader preparation and evaluation research is scanty (Grogan & Andrews, 2002; Hess & Kelly, 2007; Levine, 2005; Murphy & Vriesenga, 2006; Nicholaides & Gaynor, 1992).

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### **Research recommendations: Institutional focus variation**

I recommend future research to compare and contrast institutions with higher percentages of gender focused research to those with lower percentages to better understand these variances. The wide range of varied prevalence of gender focus in dissertation scholarship in the findings leads to further questions about the multiple factors that may either support or constrain gender focused dissertation scholarship.

Klein, Kramarae and Richardson (2007) remind us that we must build strategies and infrastructure that can address gender inequities on existing knowledge. Devising appropriate interventions to increase gender equity consciousness and commitments in educational leaders and improving gender representations in the discipline's academic literature will require specific knowledge of not only individual research choices, but also of advising, program, institutional and community factors that influence educational doctorate scholarship.

### **Research recommendation: Gender & institutional research.**

The difference between 6.6% gender focus for the lowest research intensive institutions as compared 9.5% for the highest research focused institutions leads to speculation on possible causes for the discrepancy. One possible explanation could be that institutions that are more research intensive may also have more

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departmental research resources, more experienced research faculty and greater expectations for doctoral candidate research that impact and improve the dissertation research process overall which may have an unintended consequence of enhancing gender equity.

Feminist scholars that embrace a feminist empiricist view of research claim that much of the gender inequity found in research studies can be eliminated simply by stricter adherence to methodological and research standards (Fox Keller, 1996; Harding, 1986). Some examples of research quality improvements feminist empiricists suggest include improved sample selection and description, elimination of biased language and careful reporting of findings to avoid generalization.

Future research could examine whether greater research resources, more experienced research faculty and higher research expectations of students lead to more gender consciousness in dissertation research. This avenue of research could have significant implications for faculty development and research support through program funding as a critical social justice issue.

In conclusion, the centrality of values beliefs and commitments of educational leaders to gender fair institutions and the centrality dissertations have in the disciplines knowledge base makes examination of dissertations for representations of gender cultural beliefs and conceptualization a valuable task to understand the persistent social problem of gender inequity.



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These findings make a contribution to the discipline by adding to the literature in the areas of a.) Ed.D. dissertation content, b.) institutional variations in scholarly gender focus, and c.) gender representations in the scholarship of educational leaders. The findings also make potential contributions through the implications for practice in doctoral program planning and recommendations for future research.

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### **Appendix A. Tetreault's Feminist Phase Theory Coding Rubric**

Tetreault's Feminist Phase Theory Coding Rubric		Dissertation Text
Phase 1 Male scholarship	1.a. Androcentric 1.b. Male experience is the universal norm.	
Phase 2 Compensatory scholarship	2.a. Acknowledgement of male & female difference. 2.b. Female experiences compared to male norms. 2.c. Exceptional women added to male cultural story. 2.d. Biological difference	
Phase 3 Bifocal scholarship	3.a. Gender as social construction. 3.b. Male & female dual categories 3.c. Public vs Private spheres 3.d. Agentic vs. Community aspects of gender.	
Phase 4 Feminist scholarship	4.a. Recognition of complex multiple intersections of diversity impacting gender experiences, such as race, ethnicity, religion, sexual preference, or social class.	
Phase 5 Multifocal or relational scholarship	5.a. Gender balanced perspective of commonality as well as particularity of male/female experience 5.b. Critiques social construction of masculinity & femininity	

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

### Appendix B. Coding Dictionary

	Terms indicating gender focus
Female	<p>girl, woman, mother , sister, aunt, grandmother, wife, feminine, femininity, feminist, headmistress, maternal, matriarchy, sorority, her, she</p> <p><i>anatomical/biological terms or specific medical conditions such as:</i> vagina, breast, ovary, uterus, pregnancy, menstrual, , breastfeeding, ovary, ovarian cancer, menopause</p> <p><i>Ethnic gendered references such as:</i> Chicana, Latina</p> <p><i>Female names such as:</i> Superintendent Susan Castillo, Senator Patty Murray, bell hooks</p>
Male	<p>boy, man, father, brother, uncle, grandfather, husband, masculine, masculinity, headmaster, paternal, patriarchy, fraternity, his, he</p> <p><i>anatomical/biological terms or specific medical conditions such as:</i> penis, testicle, testicular cancer, prostate cancer, erectile dysfunction</p> <p><i>Ethnic gendered references such as:</i> Chicano, Latino</p> <p><i>Male names such as:</i> U.S. Secretary of Education Arne Duncan, President Barack Obama, John Dewey</p>
LGTBIQ	<p>lesbian, gay, transvestite, transsexual, transgendered, bisexual, intersexed, queer, homosexual, homophobia, butch, dyke</p>
Other	<p>gender, gender equity, discrimination, gender discrimination, gender neutrality, gender blindness, gender gap, gendered sex, sexual harassment, sexual abuse, sexual assault, rape, Title IX, glass ceiling, pink collar ghetto, separate sex, single sex, co-educational, sexual orientation, sexuality, sexual expression, heterosexual, heteronormative, feminism, feminist</p>

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

### Appendix C. Coder Training & Instructions

#### Coding Instructions:

1. Review the list of words and expressions indicating gender focus from the coding dictionary supplied in Table A.
2. Examine each individual Ed. D. dissertation title for terms from the dictionary indicating gender focus.
3. Mark the coding sheet in the left hand box near each individual title if the title includes terms indicating gender focus. See example # 3 on Table A.
4. Leave the left hand box near the title blank if the title does not include terms indicating gender focus. See example #4 on Table A.
5. Count the number of gender focused titles on each page and report the count on top right hand side of each individual page. See example #5 on Table A.
6. Mark and add a question mark next to an individual title that has an ambiguous term not listed in the coding dictionary that might indicate gender. See example #6
7. Report separately at the top left hand side of the page any potential gender focused titles containing ambiguous words or phrases not in the coding dictionary. See example #7 on Table A.
8. Sign and date each individual page of the coding sheets near the reported page count. See example #8 on Table A.
9. Take a 10 minute break every two hours



## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

### Appendix C. Coding Instructions-Phase I (p.2. of 4.)

#### Coding Dictionary: Words & Phrases Indicating Gender Focus

	Terms indicating gender focus
Female	<p>girl, woman, mother , sister, aunt, grandmother, wife, feminine, femininity, feminist, headmistress, maternal, matriarchy, sorority, her, she</p> <p><i>anatomical/biological terms or specific medical conditions</i></p> <p><i>such as:</i> vagina, breast, ovary, uterus, pregnancy, menstrual, , breastfeeding, ovary, ovarian cancer, menopause</p> <p><i>Ethnic gendered references such as:</i> Chicana, Latina</p> <p><i>Female names such as:</i> Superintendent Susan Castillo, Senator Patty Murray, bell hooks</p>
Male	<p>boy, man, father, brother, uncle, grandfather, husband, masculine, masculinity, headmaster, paternal, patriarchy, fraternity, his, he</p> <p><i>anatomical/biological terms or specific medical conditions such as:</i> penis, testicle, testicular cancer, prostate cancer, erectile dysfunction</p> <p><i>Ethnic gendered references such as:</i> Chicano, Latino</p> <p><i>Male names such as:</i> U.S. Secretary of Education Arne Duncan, President Barack Obama, John Dewey</p>
LGTBIQ	<p>lesbian, gay, transvestite, transsexual, transgendered, bisexual, intersexed, queer, homosexual, homophobia, butch, dyke</p>
Other	<p>gender, gender equity, discrimination, gender discrimination, gender neutrality, gender blindness, gender gap, gendered sex, sexual harassment, sexual abuse, sexual assault, rape, Title IX, glass ceiling, pink collar ghetto, separate sex, single sex, co-educational, sexual orientation, sexuality, sexual expression, heterosexual, heteronormative, feminism, feminist</p>

# GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

## Appendix C. Coding Instructions-Phase I (p.3. of 4.)

My Research - ProQuest

Portland State University Library | Portland State University Library | Help

Page 1 of 3

ProQuest

Basic | Advanced | Browse | Recent Searches

Databases selected: Dissertations & Theses

Interface language: English - Go

My Research #7. ??? 1 < Back to Results

#5. 4 gender

#8. Detweller 4/9/10

Create your bibliography to email, print, or download.  
Email marked documents with a bibliography.  
Export citations into EndNote, ProCite, RefWorks or Reference Manager.  
Create a web page with links to your articles, searches, and publications.

Marked Documents Recent Searches | Visited Publications

☐ Mark / Clear all | ☐ Delete unmarked items

#4. Blank

1. A model to predict elementary school teachers use of computerized educational technology to teach health and safety topics  
by Brown, David M., Ed.D., Teachers College, Columbia University, 2007, 146 pages; AAT 3269049  
☐ Abstract | ☐ Preview (660 K) | ☐ Full Text - PDF (5 MB) | ☐ Order a copy

#3. Mark

2. An Internet evaluation of "DIVAS": A website designed to prevent human immunodeficiency virus (HIV) and other sexually transmitted infections (STIs) among young Black women  
by Bacon, Donna Tyese, Ed.D., Teachers College, Columbia University, 2007, 213 pages; AAT 3269046  
☒ Abstract | ☐ Preview (661 K) | ☐ Full Text - PDF (7 MB) | ☐ Order a copy

3. A qualitative study of the influence of adult education concepts on best practice executive coaches  
by Goode, Teresa Mary, Ed.D., Teachers College, Columbia University, 2007, 204 pages; AAT 3269069  
☐ Abstract | ☐ Preview (728 K) | ☐ Full Text - PDF (9 MB) | ☐ Order a copy

4. Black bisexually active men who do not disclose sexual activity with men to female partners: An Internet study of factors related to being on the "down low"  
by Agwemang, Samuel, Ed.D., Teachers College, Columbia University, 2007, 204 pages; AAT 3269045  
☒ Abstract | ☐ Preview (620 K) | ☐ Full Text - PDF (7 MB) | ☐ Order a copy

5. Completing the doctoral dissertation: A qualitative case study  
by Srite, Cynthia, Ed.D., Teachers College, Columbia University, 2007, 316 pages; AAT 3269117  
☐ Abstract | ☐ Preview (730 K) | ☐ Full Text - PDF (14 MB) | ☐ Order a copy

6. Developing equity in gifted programs: Testing an approach  
by Kelly, Kathleen Ann, Ed.D., Teachers College, Columbia University, 2007, 115 pages; AAT 3269066  
☐ Abstract | ☐ Preview (680 K) | ☐ Full Text - PDF (4 MB) | ☐ Order a copy

7. Exploration of the experience of young adult single mothers who participate in an Adult Basic Education program  
by Eko, Jide, Ed.D., Teachers College, Columbia University, 2007, 270 pages; AAT 3269060  
☒ Abstract | ☐ Preview (573 K) | ☐ Full Text - PDF (11 MB) | ☐ Order a copy

8. Recreating their legacies: Family, schooling, and "success" in the borderland lives of three Korean American college women  
by Silwary, Jennifer Hong, Ed.D., Teachers College, Columbia University, 2007, 317 pages; AAT 3269259  
☒ Abstract | ☐ Preview (674 K) | ☐ Full Text - PDF (14 MB) | ☐ Order a copy

? #6. ???

9. The poetic works of Arminia Valdes-Ginebra  
by Villalobos, Dorothy Rodriguez, Ed.D., Teachers College, Columbia University, 2007, 247 pages; AAT 3269124  
☐ Abstract | ☐ Preview (845 K) | ☐ Full Text - PDF (8 MB) | ☐ Order a copy

## Appendix C. Coding Instructions-Phase I (p. 4. of 4.)

# GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

## Appendix D. PSU Human Subjects Waived Review Application

### SECTION I

#### ▲ Investigator's Assurance ▲

Principal Investigator Debora K. Nelli E-Mail nellyi@pdx.edu  
 Co-Principal Investigator \_\_\_\_\_ E-Mail \_\_\_\_\_  
 Other Personnel (GA, Project Mgr., etc.) \_\_\_\_\_ E-Mail \_\_\_\_\_  
 Dept Ed.D. /ELP PI ID No. 967-80-7186 Date of Application 06/15/10  
 Mailing Address 1635 Queen Anne Ave. N. #17 Campus Extension \_\_\_\_\_  
Seattle WA 98109 Home or Work # (425) 802-3809  
 Title of Proposed Study Gender Representations in U.S. Ed. D. Dissertations: A Feminist Content Analysis  
 Proposed Duration of Project (months/years) 8 months Anticipated Start Date June 2010  
 Type of Funding (Federal/Federal pass-through/State/Foundation/Other/None) none  
 Funding Agency n/a

☐ Please note that data collection cannot begin until approval is granted by the HSRRC

#### INVESTIGATOR'S ASSURANCE

- A. I will promptly report changes in the proposed study and any unanticipated problems involving risk to subjects, including adverse reactions, to the Human Subjects Review Committee. In case of DHHS supported activities, I will also report these problems to the Department of Health and Human Services (through the respective granting office).
- B. I assure that documentary evidence of informed consent will be retained for at least three years after the proposed study has been completed or discontinued.
- C. Since the Committee is obligated to review this activity at least on an annual basis, I will furnish it with a progress report no later than six weeks prior to the expiration of my project's approval.
- D. I, the undersigned, will be responsible for the ethical standards of this project, and for protecting the rights and welfare of the subjects.

Signature of Principal Investigator

Date

I have read and approved this proposal

Department Head (PRINT)

Signature

Date

If this is part of a thesis/dissertation/project, the proposal must be approved PRIOR to HSRRC Review.

☐ Masters Thesis

☐ Masters Project

☒ Doctoral Dissertation

☐ Special Project

Jacqueline B. Temple  
Dissertation/Thesis/Project Advisor (PRINT)

Jacqueline B. Temple  
Signature

June 24, 2010  
Date

Advisor's E-Mail Address: templej@pdx.edu

Revised 6/06

☒ Please complete and return this form, along with your HSRRC application, and copies to the HSRRC, Office of Research & Sponsored Projects (ORSP), 600 Unitus Bldg., Portland State University  
 Phone: (503) 725-4288 / 1-877-480-4400

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

### **II. Project Title and Prospectus**

#### **Gender Representations in Ed.D. Dissertations : A Feminist Content Analysis**

The U.S. Glass Ceiling Commission identified key factors in ameliorating institutional gender discrimination were the values, beliefs and commitments of the institution's leaders (U.S. Dept of Labor, 1995). However, little is known about the preparation or evaluation of educational leaders, especially at the doctoral level (Hess & Kelly, 2007, Grogan & Andrews, 2002; Levine, 2005; Murphy & Vriesenga, 2004). In spite of the significance of dissertation scholarship as both a textual representation of the values of educational leaders and a key academic literature artifact, dissertations are an under examined resource.

This research uses sequential mixed method feminist content analysis to examine the gender values, beliefs and commitments represented by future educational leaders in Ed.D. Dissertations. Two questions guiding this inquiry are: 1.) How prevalent is gender focused inquiry in Ed.D. dissertation scholarship from 1998-2007? 2.) What are the cultural gender beliefs and gender conceptualizations represented in Ed.D. dissertation scholarship from 1998-2007?

The initial quantitative phase will use a large sample composed of the entire census of Ed.D. dissertations from U.S. public doctoral granting

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

institutions between 1998-2007. Trained coders will examine titles Ed. D. dissertations to identify and quantify gender focused scholarship to address the prevalence of gender focus.

The following qualitative phase selects a small sample from the initial quantitative phase findings to examine for in depth analysis. The qualitative data analysis is primarily informed by Tetreault's (1985) *feminist phase theory* used as an analytical tool to categorize representations of gender cultural beliefs and gender conceptualizations from the text of selected gender focused dissertations. The qualitative data analysis will also be informed by Altheide, Coyle, DeVriese and Schneider's (2008) emergent qualitative document analysis, utilizing a grounded theory approach to data analysis to uncover emergent themes.

### **III. Exemption Claim for Waiver of Review**

This proposed research project requests a waiver of review. The *Application Guidelines for Research Involving Human Subjects* (Portland State University, 2006) specify under provision number 4, the following criteria for a waived review:

Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available, or if the information is recorded by the investigator in such a manner that subjects cannot be identified directly or through identifiers linked to

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

the subjects. Secondary data that has identifiers falls under waived (p.9).

This research project involves the study of existing documents that are publicly available, Ed.D.Dissertations. Although dissertation documents do contain a key identifier, the author's name, it is not private information, The public nature of these pre-existing documents and the normative non-confidential nature of Ed.D. dissertation authorship should qualify the proposed study for an exemption claim for waived review.

Additionally, the textual content of Ed.D. dissertations would be considered secondary data, since the textual content is pre-existing and distributed publicly, which would also qualify this study for a waived review, under current Portland State University HRRSC guidelines.

### **IV. Subject Recruitment**

No human subjects will be recruited for participation in this study.

### **V. Informed Consent**

No human subjects will be recruited for participation in this study.

### **VI. First Person Scenario**

No human subjects will be recruited for participation in this study.

### **VII. Potential Risks and Safeguards**

No human subjects will be recruited for participation in this study.

### **VIII. Potential Benefits**

No human subjects will be recruited for participation in this study.

### **IX. Confidentiality, Records and Distribution**

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

In a content analysis of existing public documents, there is no expectation of anonymity or confidentiality, since these types of documents and accompanying identifying information are already accessible to the public.

To comply with federal regulations on data storage, all data coding sheets, data analysis records and research memos will be kept for at least three years and stored in a locked file cabinet in my home office, with limited access.

### **X. Appendices**

References cited in the application are included.



## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

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## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

### Appendix E. Alphabetical list 173 Carnegie US public doctoral Inst.

#	Public Doctoral Institution	Carnegie	Ed.D 1998-2007	# with Ed.D
1	Air Force Institute of Tech	DRU	None	NA
2	Arizona State U-Tempe	RUVH	276	28
3	Auburn U	RUH	None	NA
4	Ball State U	DRU	187	12
5	Bowie State U	DRU	None	NA
6	Bowling Green State U	RUH	62	3
7	Central Michigan University	DRU	32	3
8	Clemson U	RUH	35	1
9	Cleveland State University	RUH	None	NA
10	College of William & Mary	RUH	65	4
11	Colorado School of Mines	RU/H	None	NA
12	Colorado State	RUVH	None	NA
13	CUNY Grad Schoool & University	RUVH	None	NA
14	East Carolina U	DRU	117	8
15	East Tennessee State U	DRU	258	15
16	Florida Agricultural & Mechanical	DRU	None	NA
17	Florida Atlantic U	RUH	141	5
18	Florida International	RUH	208	14
19	Georgia Institute of Technology	RUVH	None	NA
20	George Mason	RUH	1	0
21	Georgia State	RUVH	None	NA
22	Georgia Southern	DRU	146	24
23	Idaho State	DRU*	88	2
24	Illinois State	DRU	153	2
25	Indiana U- Bloomington	RUVH	None	NA
26	Indiana U-Purdue	RUH	133	12
27	Indiana U of Pennsylvania	DRU	97	12
28	Indiana State	DRU	None	NA
29	Iowa State U	RUVH	None	NA
30	Jackson State U	RUH	None	NA
31	Kansas State U	RUH	88	3
32	Kent State U	RUH	None	NA
33	Lamar U	DRU	None	NA
34	Louisiana State & Agriculture	RUVH	None	NA
35	Louisiana Tech	DRU	41	1
36	Miami University –Oxford	RUH	None	NA

# GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

37	Michigan State U	RUVH	None	NA
38	Michigan Technology University	RUH	None	NA
39	Middle Tennessee State	DRU	None	NA
40	Mississippi State U	RUH	41	1
41	Morgan State	DRU	127	13
42	Montana State	RUVH	105	6
43	New Jersey Institute of Technology	RUH	None	NA
44	New Mexico State University	RUH	66	7
45	North Carolina A & T State U	DRU	None	NA
46	North Carolina State U –Raleigh	RUVH	299	33
47	North Dakota State U-Main	RUVH	None	NA
48	Northern Arizona U	RUH	234	19
49	Northern Illinois University	RUH	607	77
50	Oakland University	DRU	None	NA
51	Ohio State U	RUVH	None	NA
52	Ohio U	RUH	13	3
53	Oklahoma State Main	RUH	424	25
54	Old Dominion U	RUH	None	NA
55	Oregon State U	RUVH	76	9
56	Pennsylvania State-Main	RUVH	21	5
57	Portland State U	DRU	69	2
58	Purdue U –Main	RUVH	None	NA
59	Rutgers U-New Brunswick	RUVH	250	32
60	Rutgers U –Newark	RUH	None	NA
61	Sam Houston State U	DRU	102	7
62	San Diego State	RUH	23	2
63	South Carolina State U	DRU	150	13
64	South Dakota State U	RUH	None	NA
65	Southern Illinois University Carbondale	RUH	None	NA
66	Stony Brook U	RUVH	None	NA
67	SUNY-Albany	RUVH	31	1
68	SUNY-Binghampton	RUH	40	5
69	SUNY-Buffalo	RUVH	41	1
70	Temple U	RUH	310	32
71	Tennessee State U	DRU	316	21
72	Texas A & M University-College Station	RUVH	94	11
73	Texas A & M University-Commerce	DRU	317	23

# GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

74	Texas A & M University-Corpus Ch	DRU	None	NA
75	Texas A & M University-Kingsville	DRU	209	3
76	Texas Southern U	DRU	167	15
77	Texas Tech U	RUVH	161	11
78	Texas Woman's U	DRU	14	2
79	The Florida State University	RUVH	62	7
80	The U of Montana	RUVH	YES	
81	The U of Texas-Arlington	RUH	None	NA
82	The U of Texas Dallas	RUH	None	NA
83	The U of Texas-El Paso	RUH	55	4
84	The U of Texas-San Antonio	RUH	None	NA
85	The U of West Florida	DRU	10	1
86	U of Akron	RUH	64	8
87	The U of Alabama	RUH	219	15
88	U of Alabama-Birmingham	RUVH	36	2
89	U of Alaska-Fairbanks	RUH	None	NA
90	U of Arizona-Tucson	RUVH	70	4
91	U of Arkansas	RUH	111	12
92	U of Arkansas- LR	DRU	72	1
93	U of Buffalo	RUVH	None	NA
94	U of C- Berkeley	RUVH	23	3
95	U of C- Davis	RUVH	81	5
96	U of C. Irvine	RUVH	**b	**b
97	U of C- Los Angeles	RUVH	268 <sup>b</sup>	31
98	U of C- Riverside	RUVH	None	NA
99	U of C- San Diego	RUVH	None	NA
100	U of C- Santa Cruz	RUVH	None	NA
101	U of Central Florida	RUH	383	12
102	U of Cincinnati-Main	RUVH	282	52
103	U Colorado-Boulder	RUVH	None	NA
104	U Colorado-Denver	RUH	None	NA
105	U of Connecticut	RUVH	12	0
106	U of Delaware	RUVH	153	13
107	U of Florida	RUVH	127	2
108	U of Georgia	RUVH	222	19
109	U of Hawaii-Manoa	RUVH	None	NA
110	U of Houston	RUH	453	44
111	U of Idaho	RUH	26	0
112	U of Illinois-Chicago	RUVH	None	NA

# GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

113	U of Illinois-Urbana/Champaign	RUVH	None	NA
114	U of Iowa	RUVH	None	NA
115	U of Kansas	RUVH	132	10
116	U of Kentucky-Lexington	RUVH	184	25
117	U of Louisiana-Lafayette	RUH	None	NA
118	U of Louisville	RUH	96	9
119	U of Maine	RU/H	55	7
120	U of Maryland-Baltimore County	RU/H	None	NA
121	U of Maryland-College Park	RUVH	48	3
122	U of Massachusetts-Amherst	RUVH	377	70
123	U of Massachusetts-Boston	DRU	85	12
124	U of Massachusetts-Lowell	DRU	148	10
125	U of Memphis	RUH	236	19
126	U of Michigan-Ann Arbor	RUVH	66	74
127	U of Minnesota-Twin Cities	RUVH	None	NA
128	U of Mississippi-Main	RUH	36	0
129	U of Missouri-Columbia	RUVH	243	76
130	U of Missouri-Kansas City	RUH	13	1
131	U of Missouri-St Louis	RUH	None	NA
132	U of Nebraska-Lincoln	RUVH	173	10
133	U of Nebraska-Omaha	DRU	63	0
134	U of Nevada-Las Vegas	RU/H	111	5
135	U of Nevada-Reno	RU/H	15	1
136	U of New Hampshire	RU/H	None	NA
137	U of New Mexico-Main	RU/VH	65	5
138	U of New Orleans	RU/V	2	0
139	U of North Carolina-Chapel Hill	RU/VH	97	13
140	U of North Carolina-Charlotte	DRU	83	3
141	U of North Carolina-Greensboro	RU/H	80	8
142	U of North Dakota	RU/H	44	5
143	U of North Texas	RU/H	183	12
144	U of Northern Colorado	DRU	173	17
145	U of Oklahoma-Norman	RUH	25	1
146	U of Oregon	RUH	7	4
147	U of Pittsburgh	RUVH	337	23
148	U of Rhode Island	RUH	None	NA
149	U of South Alabama	RUH	None	NA
150	U of South Carolina-Columbia	RU/VH	112	16
151	U of South Dakota	DRU	426	18

# GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

152	U of South Florida	RU/VH	64	5
153	U of Southern Mississippi	RU/H	46	3
154	U of Tennessee	RU/VH	181	16
155	U of Texas-Austin	RU/VH	95	13
156	U of Toledo	RU/H	12	0
157	U of Utah	RU/VH	32	2
158	U of Vermont	RU/H	None	NA
159	U of Vermont State Agricultural	RUH	3	0
160	U of Virginia-Main	RU/VH	216	8
161	U of Washington	RU/VH	69	3
162	U of Wisconsin-Madison	RU/VH	None	NA
163	U of Wisconsin-Milwaukee	RU/H	None	?
164	U of Wyoming	RU/H	39	1
165	Utah State U	RU/H	13	1
166	Virginia Commonwealth U	RU/VH	None	NA
167	Virginia Polytechnic & State U	RU/VH	208	16
168	Washington State U	RU/VH	50	3
169	Wayne State U	RU/VH	189	12
170	West Virginia U	RU/H	382	18
171	Western Michigan U	RU/H	86	5
172	Wichita State U	RU/H	49	0
173	Wright State U	RU/H	None	NA

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

### Appendix F. Carnegie DRU Institutions w/gender focus, % gender & type

<i>Carnegie DRU-Institutions</i>		<i># Ed.D</i>	<i># Gender</i>	<i>% Gender</i>	<i>F</i>	<i>M</i>	<i>LGTBIQ</i>	<i>Other</i>
1	Ball State U	187	12	6.4	10	2	0	0
2	Central Michigan U	32	3	9.4	2	1	0	0
3	East Carolina U	117	8	6.8	4	2	1	1
4	East Tennessee State U	258	15	5.8	9	1	0	5
5	Georgia Southern U	146	24	16.4	18	3	0	3
6	Idaho State U	88	2	2.3	2	0	0	0
7	Illinois State	153	2	1.3	1	1	0	0
8	Indiana U of PA	97	12	12.4	4	2	0	6
9	Louisiana Tech	41	1	2.4	1	0	0	0
10	Morgan State U	127	13	10.2	5	4	0	4
11	Portland State U	69	2	2.9	1	0	0	1
12	Sam Houston State	102	7	6.9	3	1	0	3
13	South Carolina State	150	13	8.7	3	5	0	5
14	Tennessee State	316	21	6.7	9	3	0	9
15	Texas A & M Commerce	317	23	7.3	8	6	0	9
16	Texas A & M Kingsville	209	3	1.4	1	0	0	2
17	Texas Southern U	176	15	8.5	8	3	1	3
18	Texas Woman’s U	14	2	14.3	0	1	0	1
19	Uof Arkansas-Little Rock	72	1	1.4	1	0	0	0
20	U of Massachusetts-Boston	85	12	14.2	5	4	1	2
21	U of Massachusetts-Lowell	148	10	6.8	4	3	0	3
22	U of Nebraska- Omaha	67	0	0	0	0	0	0
23	U of N. Carolina-Charlotte	83	3	3.7	1	2	0	0
24	U of Northern Colorado	173	17	9.8	12	1	0	4
24	U of S. Dakota	426	18	4.2	9	7	0	2
26	U of West Florida	10	1	10.0	1	0	0	0
Totals		3663	240	180.2	122	52	3	63

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

### Appendix G. Carnegie RUH Institutions w/ gender focus, % gender & type

<i><b>Carnegie RUH-Institutions</b></i>	<i><b># Ed.D.</b></i>	<i><b># Gender</b></i>	<i><b>% Gender</b></i>	<i><b>F</b></i>	<i><b>M</b></i>	<i><b>LGTBIQ</b></i>	<i><b>Other</b></i>
1	Bowling Green State	62	3	4.8	2	1	0
2	Clemson U	35	1	2.9	1	0	0
3	College Wm/ Mary	65	4	6.2	2	0	2
4	Florida Atlantic-Boca	141	5	3.6	1	2	0
5	Florida International	208	14	6.7	7	2	1
6	George Mason U	1	0	0	0	0	0
7	Indiana U –Purdue	133	12	9.0	6	4	0
8	Mississippi State U	41	1	2.4	0	0	0
9	New Mexico State	66	7	10.6	4	2	0
10	Northern Arizona U	234	19	8.1	12	1	1
11	Northern Illinois U	607	77	12.7	46	17	3
12	Ohio U	13	3	23.1	1	1	0
13	Oklahoma State	424	25	5.9	15	4	0
14	San Diego State	23	2	8.7	1	0	0
15	SUNY Binghamton	40	5	12.5	3	1	0
16	Temple U	310	32	10.3	20	4	2
17	Texas Tech U	161	11	6.8	8	0	2
18	U of Akron	64	8	12.5	6	2	0
19	U of Alabama	219	15	6.9	4	2	0
20	U of Arkansas	111	12	10.8	7	2	0
21	U of Central Florida	383	12	3.1	8	2	0
22	U of Houston	453	44	9.7	27	11	1
23	U of Idaho	26	0	0	0	0	0
24	U of Louisville	96	9	9.4	2	2	1
25	U of Maine	55	7	12.7	4	2	1
26	U of Memphis	236	19	8.1	8	4	1
27	U of Mississippi	36	0	0	0	0	0
28	U of Missouri-KC	13	1	7.7	0	1	0
29	U of Nevada LV	111	5	4.5	2	2	0
30	U of Nevada Reno	15	1	6.7	1	0	0
31	U of New Orleans	2	0	0	0	0	0
32	U North CarolinaGRN	80	8	10.0	5	2	0
33	U North Dakota	44	5	11.4	2	0	0
34	U North Texas	183	12	6.6	8	2	0
35	U of Oklahoma	449	1	0/(.002)	1	0	0
36	U of Oregon	7	4	57.1	3	0	0
37	U Southern Mississippi	46	3	6.5	2	0	0
38	U Texas- El Paso	55	4	7.3	3	1	0
39	U of Toledo	12	0	0	0	0	0
40	U Vermont State/Agr	3	0	0	0	0	0
41	U Wyoming	39	1	2.6	0	1	0
42	Utah State	13	1	7.7	0	1	0



# GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

43	West Virginia U	382	18	4.7	11	3	0	4
44	Western Michigan	86	5	2.7	2	0	0	3
45	Wichita U	49	0	0	0	0	0	0
<b>Totals</b>		5832	416	343	235	79	13	89

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

### Appendix H. Carnegie RUVH Institutions with gender % gender & type

<i><b>Carnegie RUVH-Institutions</b></i>		<i><b># Ed.D.</b></i>	<i><b># Gender</b></i>	<i><b>% Gender</b></i>	<i><b>F</b></i>	<i><b>M</b></i>	<i><b>LGTBIQ</b></i>	<i><b>Other</b></i>
1	Arizona State U	276	28	10.1	17	8	1	2
2	Florida State	62	7	11.3	4	1	1	1
3	Kansas State	88	3	3.4	0	0	0	3
4	Montana State	105	6	5.7	4	1	0	1
5	North Carolina State-R	299	33	11.0	24	3	0	6
6	Oregon State U	76	9	11.8	6	2	1	0
7	Pennsylvania State	21	5	28.8	2	3	0	0
8	Rutgers-New Brunswick	250	32	12.8	13	11	0	8
9	SUNY-Albany	31	1	3.2	1	0	0	0
10	SUNY-Buffalo	41	1	2.4	0	0	0	1
11	Texas A & M Main	94	11	11.7	8	2	0	1
12	U Alabama-Birmingham	32	2	6.2	0	1	0	1
13	University of Arizona	70	4	5.7	2	1	0	1
14	UC Berkeley	23	3	13.0	0	2	0	1
15	UC Davis	81	5	6.2	2	2	0	1
16	UCLA/Irvine	268	31	11.6	12	11	1	7
17	U Cincinnati	282	52	18.4	32	13	0	7
18	U of Connecticut	12	0	0	0	0	0	0
19	U of Delaware	153	13	8.5	3	9	0	1
20	U of Florida	127	2	1.6	2	0	0	0
21	U of Georgia	222	19	8.6	11	3	2	3
22	U of Kansas	132	10	7.6	3	0	0	7
23	U of Kentucky	152	25	16.4	17	5	0	3
24	U of Maryland	48	3	6.3	2	1	0	0
25	U Massachusetts-Am	377	68	18.0	46	8	3	11
26	U of Michigan	66	2	3.0	0	1	1	0
27	U-Missouri-Columbia	243	9	3.7	2	1	0	6
28	U Nebraska-Lincoln	173	10	5.8	5	2	0	3
29	U New Mexico	65	5	7.7	4	0	0	1
30	U North Carolina-CHil	97	13	13.4	6	3	1	3
31	U Pittsburgh	337	23	6.8	16	4	0	3
32	U South Carolina	112	16	14.3	12	4	0	0
33	U South Florida	64	5	7.9	2	0	0	3
34	U Tennessee Knoxville	181	16	8.8	9	1	1	5
35	U Texas Austin	95	13	13.7	8	4	0	1
36	University of Utah	32	2	6.3	1	1	0	0
37	University of Virginia	216	8	3.7	6	0	0	2
38	U of Washington	69	3	4.3	0	1	0	2
39	Virginia Polytechnic	208	16	7.7	10	3	0	3
40	Washington State U	50	3	6.0	1	0	2	0
41	Wayne State U	189	12	6.3	5	5	0	2
<b>Total</b>		5519	529	359.7	298	117	14	100

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

### Appendix I. Gender Focused Dissertation Titles w/categories & Abstract Gendered Proper Names

- i. \*am indicates male focus,
- ii. \*af indicates female focus,
- iii. \*ab indicates both
- Emergent categories for abstracts are delineated in caps & boldface under title
  - M v F LEADERS, LATINO/A, BLACK MALES, LGTBIQ, TITLE IX, FEMINIST.

<i>Dissertation Title</i>	<i>DRU-Institution</i>	<i>F</i>	<i>M</i>	<i>L</i>	<i>O</i>
A phenomenological examination of tenure track female faculty members socialization into the culture of higher education	Ball State U-2007 1	X			
The lived experience for women who have experienced divorce: Grief and growth. A phenomenological study.	Ball State U-2006 2	X			
A study of Jay Kesler's leadership during his 15 year tenure at Taylor University <sup>am</sup>	Ball State U-2005 3		X		
Reflections of postsecondary educational experiences of selected women of the United Arab Emirates (UAE): A qualitative analysis investigating the motivations, supports, rewards, and challenges encountered by seven Emirati women in the year 2004	Ball State U-2004 4	X			
The Church of the United Brethren in Christ support of the community education work of Moy Ling among the Chinese on Portland Oregon, 1882-1931: Impications for a missological understanding of partnership <sup>am</sup>	Ball State U-2005 5		X		
The lived experience of six women during adjuvant chemotherapy for stage I or II breast cancer	Ball State U-2005 6	X			
Different personas and difficult diplomas: A qualitative study of employed mothers pursuing graduate degrees	Ball State U-2004 7	X			
Female superintendent and school board perceptions of leadership behaviors: A descriptive study	Ball State U-2004 8	X			
The lived experience of re-entry women in traditional baccalaureate nursing education	Ball State U-2004 9	X			
Low-income mother's expectations and practices related to their child's accomplishment of four developmental tasks	Ball State U-2003 10	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Career paths of female senior students affairs officers in America four year institutions of higher education	Ball State U -2001 11	X			
A profile of female Indiana school superintendents	Ball State U-1998 <b>12 Gender<sup>b</sup></b> 10-F 2-M 0-LGTBIQ 0-O	X			
A portrait of leadership: Reverend Theodore M. Hesburgh, C.S.C. <sup>am</sup>	Central Michigan University-2007 1		X		
Educational leadership in the 21 <sup>st</sup> century: Female elementary principals and appreciative leadership attributes	Central Michigan University-2003 2	X			
Women in athletic administration in community colleges: Identification of career paths, strategies and competencies found in preparation for leadership roles in athletics	Central Michigan University-2003 <b>3 Gender<sup>b</sup></b> 2-F 1-M 0-LGTBIQ 0-O	X			
Developmental needs of women in leadership in higher education	East Carolina U-2007 1	X			
The under-representation of African American males in academically gifted programs: The perceptions of teachers and administrators of barriers to identification <b>BLACK MALE</b>	East Carolina U-2007 2		X		
Women dean's perceptions of their leadership styles: A study based on Bolman and Deal's four frame theory	East Carolina U-2007 3	X			
Leadership styles of interdisciplinary health science education leaders of Quentin Burdick Programs <sup>am</sup>	East Carolina U-2006 4		X		
Factors influencing the design, establishment, administration, and governance of correctional education for females	East Carolina U-2006 5	X			
Employer liability for negligent hiring, retention and referral of certified public school employees involved in sexual misconduct with students	East Carolina U-2004 6				X
The undergraduate odyssey: The experiences of older re-entry women	East Carolina U-2004 7	X			
The need for a diversity component, specific to gay and lesbian students, in undergraduate	East Carolina U-2001			X	

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

teacher preparation programs according to selected eastern North Carolina educators <b>LGTBIQ</b>	<b>8 Gender<sup>b</sup></b> 4-F 2-M 1-LGTBIQ 1-O				
Claudius Greer Clemmer, Doctor of Human Letters: Jan. 4, 1911-Nov. 20, 2005 <sup>am</sup>	East Tennessee State U-2007 1		X		
An investigation of gender differences in motivation of senior administrators in Virginia community colleges using Herzberg's two factor theory <b>M v F LEADER</b>	East Tennessee State U-2006 2				X
An analysis of major facilitators to their success as reported by successful women administrators	East Tennessee State U-2005 3	X			
A qualitative study of adult women in a northeast Tennessee community college	East Tennessee State U-2003 4	X			
A study of the perceptions of female displaced workers in a community college regarding their educational expectations and barriers to their achievement	East Tennessee State U-2003 5	X			
Learning for a lifetime: Motivations for lifelong learning in the life of Evelyn McQueen Cook <sup>af</sup>	East Tennessee State U-2003 6	X			
Perceptions of seventh and eighth grade girls towards co-educational physical education classes in five middle schools in east Tennessee	East Tennessee State U-2003 7	X			
The contemporary manager: Exploring female and male leadership styles <b>M v F LEADER</b>	East Tennessee State U-2003 8				X
The portrayal of gender and a description of gender roles in selected American modern and postmodern plays	East Tennessee State U-2002 9				X
Examining at-risk students based on their attitudes toward educational factors: Is there a gender difference in identification of at-risk students	East Tennessee State U -2001 10				X
The role mentoring in the career paths of women deans and vice presidents in four-year public and private institutions of higher education	East Tennessee State U-2001 11	X			
Rural non-farm Scott County, Tennessee women and their pathways to baccalaureate degrees	East Tennessee State U-2000 12	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Women's ways of leading? A qualitative content analysis to determine leadership messages contained in literature of National Panhellenic Conference groups	East Tennessee State U-2000 13	X			
A comparison of teacher directed versus self directed learning preferences of students at five selected community colleges: Exploring the relationships among age, gender and academic majors	East Tennessee State U-1998 14				X
A portrayal of the work life of tenured African American female faculty working within historically White public institutions of higher education in Virginia	East Tennessee State U-1998 <b>15 Gender<sup>b</sup></b> 9-F 1-M 0-LGTBIQ 5-O	X			
An inquiry into the experiences of the African American women principal: Critical race theory and Black <u>feminist</u> principles <b>FEMINIST</b>	Georgia Southern U-2004 1	X			
Cultivating literary imagination, developing empathic understanding towards others: Using Louise Rosenblatt's Reader Response Theory to teach literature to eighth graders in southeast Georgia <sup>af</sup>	Georgia Southern U-2004 2	X			
An exploration of the impact of black female caregivers on the lives of white female teachers	Georgia Southern U-2003 3	X			
Postmodern <u>feminist</u> pedagogy in a first-year writing class <b>FEMINIST</b>	Georgia Southern U-2003 4	X			
Successful middle school girls: A qualitative study of discourse and characteristics	Georgia Southern U-2003 5	X			
What influences girls' mathematics achievement? Stories of six high-achieving middle school females	Georgia Southern U-2003 6	X			
The phenomenal "Harry Potter" books: A cultural study of corporate influence on reading instruction and image-making <sup>am</sup>	Georgia Southern U-2003 7		X		
W.E. B. Dubois and critical race theory: towards a Du Boisian philosophy of education <sup>am</sup>	Georgia Southern U-2003 8		X		
A descriptive analysis of women public school superintendents in Georgia	Georgia Southern U-2002 9	X			
Costs of desire: How sexual labeling in school influences life choices of women	Georgia Southern U-2002	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	10				
Creating space for the female adolescent voice: The role of gender on mathematics achievement and career choices	Georgia Southern U-2002 11				X
Messages for girls: Looking at the representation of women's short fiction in American literature high school anthologies	Georgia Southern U-2002 12	X			
Relationships between gender and teacher's perceptions of principal effectiveness in Georgia schools	Georgia Southern U-2002 13				X
<b>M v F LEADER</b>					
The challenges and successes of African American women principals in Georgia: A qualitative profile of lived experiences	Georgia Southern U-2002 14	X			
The motivational stories of how women become scientists: A hermeneutic phenomenological inquiry	Georgia Southern U-2002 15	X			
The road seldom taken: Status of women in mathematics departments in colleges and universities in Georgia	Georgia Southern U-2002 16	X			
Trade winds: A critical narrative of "Black" Caribbean immigrant women teachers	Georgia Southern U-2002 17	X			
East meets west: Desperately seeking David Dean O'Keefe from Savannah to Yap <sup>am</sup>	Georgia Southern U-2001 18				X
Retracing the Savannah River portion of John Muir's "Thousand Mile Walk": An interpretive regional study suggesting curriculum for sustainability <sup>am</sup>	Georgia Southern U-2001 19		X		
Science access, career choices, achievement and motivation: Perceptions of female science Olympians	Georgia Southern U-2001 20	X			
The personal and professional backgrounds of Georgia's female high school principals	Georgia Southern U-2001 21	X			
Women in public middle school administration in Georgia: A <u>feminist</u> analysis of the perceptions of women in power	Georgia Southern U-2001 22	X			
<b>FEMINIST</b>					
Barriers to female principals: Perceptions of female high school administrators in Georgia	Georgia Southern U-2000 23	X			
Telling stories, creating lives: Southern women's autobiographies	Georgia Southern U-2000 <b>24 Gender <sup>b</sup></b> 18-F 3-M	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	0-LGTBIQ 3-O				
An exploration of the barriers and supports perceived by female faculty at three state universities in Idaho as they write proposals to secure external funds	Idaho State U- 2006 1	X			
Women and the superintendency: Personal and professional demographics and the demographics and the perceptions of barriers and strategies held by women superintendents	Idaho State U- 1998 <b>2 Gender<sup>b</sup></b> 2-F 0-M 0-LGTBIQ 0-O	X			
Women administrators perceptions of the contribution of competitive sports experiences to their career paths and leadership practices	Illinois State U- 2006 1	X			
Knowledge and perceptions held by Latino parents regarding the educational services for LEP children with disabilities <b>LATINO/A</b>	Illinois State U- 1999 <b>2 Gender<sup>b</sup></b> 1-F 1-M 0-LGTBIQ 0-O		X		
Trend analysis of instructional practices, research production, service activities and job satisfaction in female postsecondary faculty: Findings from NSOPF 93, 99, 04	Indiana U of PA- 2007 1	X			
Complying with <u>Title IX</u> : An analysis of emergent leadership issued in an NCAA Division I Institution <b>TITLE IX</b>	Indiana U of PA- 2005 2				X
Performance differences on the computerized version of the children's category test between male controls and male children with attention deficit hyperactivity disorder, learning disorder, and borderline intellectual functioning	Indiana U of PA- 2003 3		X		
Protégé and mentor experiences of three outstanding female superintendents in Pennsylvania	Indiana U of PA- 2002 4	X			
The relative explanatory style, as a component of the helplessness/hopelessness theory, to depressive symptomology, life events, sex and academic achievement in a New York City adolescent population	Indiana U of PA- 2002 5				X
A qualitative case study of three beginning female teachers secondary beliefs and their classroom practices	Indiana U of PA- 2000 6	X			
The computer gender gap: quantitative and	Indiana U of PA-				X



## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

qualitative assessments of its existence	2000 7				
The effects of depression in head injured adults as related to educational level, gender and activity level	Indiana U of PA- 2000 8				X
The relationship of attention deficit disorder and the internalizing dimension in males, ages 9-0 through 11-11	Indiana U of PA- 2000 9		X		
Influences of curricular interventions on career interests and career gender stereotypes of third graders	Indiana U of PA- 1999 10				X
The relationship of temperament at school entry, cognitive ability, gender, SES, and at risk status to later school achievement	Indiana U of PA- 1999 11				X
The efficacy of an intervention program on the self esteem and school performance of young adolescent girls	Indiana U of PA- 1998 <b>12 Gender<sup>b</sup></b> 4-F 2-M 0-LGTBIQ 6-O	X			
Women and the superintendency: Personal and professional demographics and the perceptions of barriers and strategies held by women superintendents	Louisiana Tech 1998 <b>1 Gender<sup>b</sup></b> 1-F 0-M 0-LGTBIQ 0-O	X			
An African-centered critique of the personal leadership experience stories of selected women community college presidents	Morgan State U- 2007 1	X			
Gender, age and grade level difference in attitude towards school in African American middle school and high school students	Morgan State U- 2007 2				X
The impact of preparedness, self-efficacy and math anxiety on the success of African American males in developmental mathematics at a community college	Morgan State U- 2007 3		X		
Factors affecting retention of 1 <sup>st</sup> year Latino students in a private university <b>LATINO</b>	Morgan State U- 2006 4		X		
Gender differences in tenth grade students' attitudes towards science: The effect of school type	Morgan State U- 2006 5				X
Work-family conflict and family work-conflict among senior female administrators in mid-Atlantic community colleges	Morgan State U- 2006 6	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Why can't brother man stay in school: A phenomenological study of Black male student attrition at a Black commuter college <b>BLACK MALE</b>	Morgan State U- 2004 7		X		
In their own words: A phenomenological investigation of the lived experiences of selected African-American male early school leavers in Washington D.C. <b>BLACK MALE</b>	Morgan State U- 2003 8		X		
MSPAP mathematics performance of public school students as a function of urbanicity, ethnicity and gender	Morgan State U- 2003 9				X
Abused women in recovery: A qualitative study of women in substance abuser recovery who are abused, either physically or sexually as children	Morgan State U- 2002 10	X			
Gender and the relationship between the dimensions of teacher efficacy	Morgan State U- 2002 11				X
Women donors: an untapped resource for community colleges	Morgan State U- 2002 12	X			
A study of attachment to parents, attachments to school, perception of blocked or limited opportunities and companions as predictors of adolescent female delinquent behavior	Morgan State U- 1999 <b>13 Gender<sup>b</sup></b> 5-F 4-M 0-LGTBIQ 4-O	X			
Mother-infant interaction in the context of four maternal risk factors	Portland State U- 2007 1	X			
The study of school climate, principals communication style, principal's sex and school level <b>M v F LEADER</b>	Portland State U- 1999 <b>2 Gender<sup>b</sup></b> 1-F 0-M 0-LGTBIQ 1-O				X
In their voices: A phenomenological multi-case study related to talent and professional development among gifted and talented young women from five ethnic groups	Sam Houston U 2006 1	X			
The effect of witnessing domestic violence on male student's success: Implications for professional development	Sam Houston U 2005 2		X		
An analysis of gender differences public school superintendents' conflict management modes in relation to synergistic leadership theory	Sam Houston U 2004 3				X

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

<b>M v F LEADER</b>					
An application of synergistic leadership theory to the leadership experiences of five female superintendents leading successful school districts	Sam Houston U 2004 4	X			
The teaching experiences of Lucille Bradley, Maudester Hicks, and Algeno McPherson before, during, and after desegregation in the rural South: A theoretical model of adult resilience among three African-American female educators <sup>af</sup>	Sam Houston U 2004 5	X			
A validation of the synergistic leadership theory: A gender inclusive leadership theory	Sam Houston U 2000 6				X
Texas superintendent's perceptions of their superintendent preparation programs: In general and by gender <b>M v F LEADER</b>	Sam Houston U 1999 <b>7 Gender <sup>b</sup></b> 3-F 1-M 0-LGTBIQ 3-O				X
Impact of race and gender on the experiences of African American women leadership in K-12 education	South Carolina State-2007 1	X			
Reading-mathematics relationship: A race, SES and gender based comparative analysis of reading competency in accounting for individual variability and group differences in mathematics achievement	South Carolina State-2006 2				X
An empirical analysis of the efficacy of race, reading, sex, and socioeconomic status as predictors of student achievement relative to mathematics and science	South Carolina State-2006 3				
A causal comparative study of instructional programs on the mathematical achievements of elementary school African American male students <b>BLACK MALE</b>	South Carolina State-2005 4		X		
The effects of group counseling compared with individual counseling in the reduction of at-risk behaviors using grade point average, discipline referrals and attendance among 6 <sup>th</sup> grade Black males <b>BLACK MALE</b>	South Carolina State-2005 5		X		
The impact of race and gender on career paths leading to the superintendency in South Carolina	South Carolina State-2004 6				X
Gender differences in general academic	South Carolina				X

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

achievement, motivation, attribution factors and career choices in mathematics and science	State-2003 7				
The impact of locus of control on the academic achievement of African American males <b>BLACK MALE FULL TEXT</b>	South Carolina State-2003 8		X		
Principals and teachers perceptions of female principals administrative performance	South Carolina State-2002 9	X			
The attitudes of rural eighth grade Black males towards academic learning and it's impact on academic achievement <b>BLACK MALE FULL TEXT</b>	South Carolina State-2002 10		X		
Group counseling compared with individual counseling in the reduction of at risk behaviors in Black male students <b>BLACK MALE</b>	South Carolina State-2001 11		X		
Female principals and teachers perceptions of the management functions of elementary schools	South Carolina State-2000 12	X			
Sexual harassment in middle schools and high schools in North Carolina	South Carolina State-2000 <b>13 Gender<sup>b</sup></b> 3-F 5-M 0-LGTBIQ 5-O				X
An analysis of gender and representations in Chinese and Malay primary school reading textbooks: Grade 2-6	Tennessee State-2007 1				X
Teacher's perceptions of effectiveness of female and male principals <b>M v F LEADER</b>	Tennessee State-2007 2	X			
The academic achievement of high school female athletes in comparison to high school female non-athletes	Tennessee State-2006 3	X			
Pre-service teachers perceptions of factors that contribute to ethnic and gender differences in academic achievement	Tennessee State-2005 4				X
The academic achievement and self-concept of adolescent female gifted students	Tennessee State-2004 5	X			
John Paul Eddy, educator, scholar, and international Christian leader in higher education: A biographical study <sup>am</sup>	Tennessee State-2004 6		X		
Women's colleges: Results of a single sex environment on salaries, advanced degrees, and leadership positions	Tennessee State-2004 7	X			
A study of potential barriers that face female	Tennessee State-	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

administrators and aspirants in the state of Alabama	2003 8				
Attributes of effective mentoring relationships of female administrators in three Tennessee school districts	Tennessee State- 2003 9	X			
Ethnic and gender disparity in TVAAS achievement gains in reading and mathematics	Tennessee State- 2003 10				X
Has Title IX enforcement had an adverse effect on the number of participation opportunities at NCAA Division I institutions for male student athletes? <b>TITLE IX</b>	Tennessee State- 2003 11		X		
Leadership styles of executive female administrators in Tennessee community colleges	Tennessee State- 2003 12	X			
Teacher perception of verbal reinforcement versus tangible reinforcement with regard to academic achievement for the African-American middle school male <b>BLACK MALE</b>	Tennessee State- 2003 13		X		
A study of how kindergarten entry age and gender effects middle school achievement	Tennessee State- 2002 14				X
Perceived leadership effectiveness of male and female directors of schools in West and East Tennessee <b>M v F LEADER</b>	Tennessee State- 2001 15				X
A comparative study of the demographics for Black female administrators and their peers employed in the Tennessee Board of Regents system	Tennessee State- 2000 16	X			
Linguistic differences between male and female developmental writers	Tennessee State- 2000 17				X
Perceived leadership effectiveness of male and female directors of schools <b>M v F LEADER</b>	Tennessee State- 2000 18				X
The effect of left-handedness in females as a determinant of mathematics achievement in geography	Tennessee State- 2000 19	X			
A study of peer sexual harassment in metropolitan Nashville public High School	Tennessee State- 1999 20				X
Principal and counselor knowledge about policies, programs and practices for pregnant and parenting students	Tennessee State- 1999 <b>21 Gender<sup>b</sup></b> 9-F				X

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	3-M 0-LGTBIQ 9-O				
Gender issues and career advancement: Perspectives of women in east Texas aspiring to upper –level administration	Texas A & M Commerce-2007 1	X			
Leadership and followership: A gender perspective <b>M v F LEADER</b>	Texas A & M Commerce-2007 2				X
Successful male high school principals: Vital experiences related to success	Texas A & M Commerce-2007 3		X		
Superintendent gender and student achievement: A postmodern perspective	Texas A & M Commerce-2007 4				X
A meta-study of dissertations related to Hispanic female administrators	Texas A & M Commerce-2006 5	X			
Females who hold a superintendent's certification and have not become superintendents	Texas A & M Commerce-2006 6	X			
Gender and conflict management styles of Texas secondary school assistant principals: A descriptive study <b>M v F LEADER</b>	Texas A & M Commerce-2005 7				X
Male minority superintendents in four south central states	Texas A & M Commerce-2005 8		X		
Assessing principal's perceptions of heterosexism and homophobia in a large urban public school district <b>LGTBIQ</b>	Texas A & M Commerce-2005 9				X
A comparison of attrition rates of elementary teacher's prepared through an alternative certification program, an emergency certification program, and a center for professional development, and technology field - based program by ethnicity, gender, age, and certification examination procedures	Texas A & M Commerce-2004 10				X
A legal history and analysis of sexual harassment in the public schools, 1972-2002	Texas A & M Commerce-2003 11				X
The contribution of Sylvanus Thayer and the United States Military Academy to engineering programs in higher education in the United States <sup>am</sup>	Texas A & M Commerce-2003 12		X		
The retention of Black male students in Texas public community colleges	Texas A & M Commerce-2001		X		

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

<b>BLACK MALE</b>	13				
Vital experiences of successful female high school principals: Adversities as they relate to success	Texas A & M Commerce-2001 14	X			
Pre-service teacher's beliefs about teaching and learning before, during and after the application of feminist pedagogies	Texas A & M Commerce-2000 15				X
<b>FEMINIST</b>					
Women educators in Texas: Certified but unemployed in administrative positions	Texas A & M Commerce-1999 16	X			
Servant of beauty: Willa Cather and the Aesthetic movement <sup>af</sup>	Texas A & M Commerce-1999 17	X			
A comparison of attrition rates of elementary teachers prepared through traditional undergraduate campus-based programs and elementary teachers prepared through Centers for Professional Development and Technology field-based programs by gender ethnicity, and academic performance	Texas A & M Commerce-1998 18				X
Black male student achievement: A synthesis of research in the "Journal of Negro Education"	Texas A & M Commerce-1998 19		X		
<b>BLACK MALE</b>					
The relationship between self-concept and management aspirations in female prospective teachers	Texas A & M Commerce-1998 20	X			
The relationship of socioeconomic status, gender and parenting styles to hyperactivity in children grades 4 through 6	Texas A & M Commerce-1998 21				X
Daniel E. Griffiths: The influence of his work on the study and practice of educational administration <sup>am</sup>	Texas A & M Commerce-1998 22		X		
Redeeming love: A thematic study of three novels by Susan Hill <sup>af</sup>	Texas A & M Commerce-1998 <b>23 Gender <sup>b</sup></b> 8-F 6-M 0-LGTBIQ 9-0	X			
Factors influencing the underrepresentation of Latinos in higher education	Texas A & M Kingsville-2006 1		X		
<b>LATINO/A</b>					
An exploratory examination of the relationships among emotional intelligence, elementary school science teacher self-efficacy, length of teaching experience, race/ethnicity, gender and age	Texas A & M Kingsville-2004 2				X

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

A study of factors associated with gender specific superintendents in public schools <b>M v F LEADER</b>	Texas A & M Kingsville-2002 <b>3 Gender<sup>b</sup></b> 1-F 0-M 0-LGTBIQ 2-0				X
An investigation into the perceptions of Latino parents of young children in urban, suburban and rural school settings <b>LATINO/A</b>	Texas Woman's University-2001 1		X		
An investigation into the relationship of ethnicity and gender on the social competencies and social responsibilities of 4-year olds	Texas Woman's University-1999 <b>2 Gender<sup>b</sup></b> 0-F 1-M 0-LGTBIQ 1-O				X
Understanding the conditions that encourage the persistence of women in science, mathematics, and engineering pathways	University of Arkansas-Little Rock-2002 <b>1 Gender<sup>b</sup></b> 1-F 0-M 0-LGTBIQ 0-O	X			
The kids on the other side of the hallway: Teacher's perspectives of the academic achievement of Latino English language learners <b>LATINO/A</b>	University of Massachusetts- Boston-2007 1		X		
Establishing classroom contacts and interactions: White educators' attitudes about early adolescent Black males <b>BLACK MALE</b>	University of Massachusetts- Boston-2006 2		X		
Letters from four antebellum black women educators to the American missionary Association 1863-1870.	University of Massachusetts- Boston-2006 3	X			
The socialization experience of Cape Verdean, Latina, and Portuguese women faculty at four year institutions	University of Massachusetts- Boston-2005 4	X			
Veteran teacher attitudes towards Blacks and Latinos in urban self-contained special education high school classrooms	University of Massachusetts- Boston-2005 5		X		
Institutionalization of women's studies program:	University of	X			



## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

the relationship of program structure to long term viability	Massachusetts-Boston-2004 6				
Our experience says we know something: We are still here. An autoethnographic study of African-American women principals in Massachusetts K-12 public schools	University of Massachusetts-Boston-2004 7	X			
The involvement of African American Fathers in the educational lives of their young children: Beliefs, practices, and experiences in one elementary school <b>BLACK MALE</b>	University of Massachusetts-Boston-2004 8		X		
Disadvantaged females and urban Catholic high schools: A narrative inquiry	University of Massachusetts-Boston-2003 9	X			
An examination of factors by gender and race/ethnicity influencing science, mathematics, and engineering undergraduate degree recipients to enroll in graduate study	University of Massachusetts-Boston-2001 10				X
A case study of the perspectives of gay and lesbian teachers: Overcoming heterosexism and homophobia in the school community <b>LGTBIQ</b>	University of Massachusetts-Boston-1999 11			X	
The economic returns to a college degree with special reference to major field of study and race/ethnicity and gender	University of Massachusetts-Boston-1998 <b>12 Gender<sup>b</sup></b> 5-F 4-M 1-LGTBIQ 2-O				X
Are there differences in the perceived leadership practices of female and male superintendents as identified by school committee members <b>M v F LEADER FULL TEXT</b>	University of Massachusetts-Lowell-2007 1				X
What is the role of mentoring in the professional lives of female intercollegiate athletics directors?	University of Massachusetts-Lowell-2007 2	X			
Factors that motivate Hispanic middle school males to achieve academically	University of Massachusetts-Lowell-2005 3		X		
Privileged affluent fathers: Perspectives on fathering and their children's schooling	University of Massachusetts-Lowell-2005 4		X		

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Leadership style: Do male and female school superintendents lead differently? <b>M v F LEADER</b> <b>FULL TEXT</b>	University of Massachusetts-Lowell-2004 5				X
A study of Massachusetts high school and middle school nurses' perceptions of their role in teaching their school offices about the prevention of sexually transmitted diseases	University of Massachusetts Lowell-2003 6				X
Zilpah Polly Grant Banister, nineteenth century seminary principal: An inquiry into her contributions to and impact on the advancement of higher education for women <sup>af</sup>	University of Massachusetts-Lowell-1999 7	X			
The effects of collaborative concept mapping on the achievement, science, self-efficacy and attitude toward science of female eighth grade students	University of Massachusetts-Lowell-2003 8	X			
The involvement of fathers in their children's education during the middle school years	University of Massachusetts-Lowell-2000 9		X		
How women leaders define power: Case studies of three women college presidents in New England	University of Massachusetts-Lowell-1998 <b>10 Gender<sup>b</sup></b> 4-F 3-M 0-LGTBIQ 3-O	X			
Exploratory study of the effects of parent training on increasing Hispanic/Latino parent's understanding, participation and satisfaction with the Individual Education Program meeting <b>LATINO/A</b>	U of N. Carolina-Charlotte-2007 1		X		
Factors that influence female educational leaders in North Carolina to seek a position at the central office especially the superintendency	U of N. Carolina-Charlotte-2004 2	X			
African-American males: What do schools and teachers do to enhance academic achievement? <b>BLACK MALE</b>	U of N. Carolina-Charlotte-2002 <b>3 Gender<sup>b</sup></b> 1-F 2-M 0- LGTBIQ 0-O		X		
An evaluation of the quality of the practice	U of Northern	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

regimen of an NCAA Division I women's tennis team and the development of the Quality Tennis Practice inventory	Colorado-2007 1				
An exploration of campus topology and women students: A query of fitness	U of Northern Colorado-2007 2	X			
Reading experiences of adolescent boys as they navigate the multiple discourses and social contexts of school, home and rural community: An ethnographic case study	U of Northern Colorado-2006 3	X			
Female pursuit of and access to the superintendency	U of Northern Colorado-2005 4	X			
Fundraising and Division-I A college athletics: A study of alumnus affiliation and gender of donors	U of Northern Colorado-2004 5				X
An analysis of usability of womens' collegiate basketball websites based on measurements of effectiveness, efficiency and appeal	U of Northern Colorado-2002 6	X			
Effects of a transtheoretical model intervention program utilizing peer facilitation, teacher facilitation, and combined peer and teacher facilitation on physical activity level and selected determinants of physical activity for female high school students in Taiwan	U of Northern Colorado-2002 7				
A comparison of maternal parenting style attitudes of grandmothers and mothers of young children in Taiwan	U of Northern Colorado-2001 8	X			
Effects of the transtheoretical model on physical activity, determinants, and perceived barriers of high school female students	U of Northern Colorado-2001 9	X			
The relationship between moral orientation and the health of the organizational culture as self-reported by female superintendents	U of Northern Colorado-2000 10	X			
The relationship between serum estrogen, testosterone, and calcium concentration and serum creatine kinase after high load eccentric muscle contractions in high and low creatine kinase responders	U of Northern Colorado-2000 11				X
Comparisons of selected student and teacher variables: Attitudinal responses of female students and teachers in seventh, eighth and ninth grade all girls and coeducation physical education environments	U of Northern Colorado-1999 12	X			
The effects of a transtheoretical model physical activity intervention program on the physical activity level behavior of female adolescents	U of Northern Colorado-1999 13	X			
An analysis of the relationships between goal	U of Northern				X

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

perspectives, perceived learning environment, and intrinsic motivation by skill levels and gender in adolescent boys and girls in Taiwan, Republic of China	Colorado-1998 14				
Middle school physical education environments in Colorado (separate sex, modified, and coeducational): Practices and perceptions of physical educators and principals	U of Northern Colorado-1999 15				X
A case study: An examination of literary transaction of four Chinese-American male children responding to selected children's books	U of Northern Colorado-1998 16		X		
Muscle strength in osteoporotic women with and without vertebral compression fractures	U of Northern Colorado-1998 <b>17 Gender<sup>b</sup></b> 12-F 1-M 0-LGTBIQ 4-O	X			
Comparison of two forms of body composition measurement and blood pressure of sixth and ninth grade male physical education students	University of S. Dakota-2007 1		X		
Success factors single mothers attribute to their program completion at a selected rural university	University of S. Dakota-2007 2	X			
Student perception of computer anxiety: The relationship of computer attitude, computer experience, age, gender and socioeconomic status	University of S. Dakota-2006 3				X
Barriers male students 45 years of age and older encounter while pursuing doctoral degrees	University of S. Dakota-2005 4		X		
Connection in the college classroom: A phenomenological study of female college students and the relational-cultural theory	University of S. Dakota-2005 5	X			
Women administrators' perceptions of career progression in the Minnesota State college and universities: Personal and structural	University of S. Dakota-2005 6	X			
<u>Latino</u> student leader perceptions of social integration, academic success, and persistence on college campuses <b>LATINO/A</b>	University of South Dakota-2003 7				
Women in secondary educational administration: Barriers or matter of choice	University of S. Dakota-2002 8	X			
The woman in the high school principal's office: A reflective study	University of S. Dakota-2000 9	X			
Reading and fetal alcohol syndrome in a male	University of S.		X		

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

child: A case study	Dakota-2000 10				
Faculty attitudes and students perceptions of faculty attitudes toward women at Christian colleges	University of S. Dakota-2000 11	X			
Effects of video instruction on the performance of female university students in beginning badminton	University of S. Dakota-2000 12	X			
Male public secondary school administrators perceptions regarding implementation and support of gender violence prevention programs	University of S. Dakota-2002 13		X		
A comparison of the practice and skill training conditions of expert and intermediate female golfers	University of S. Dakota-1998 14	X			
The perceived effectiveness of Milton Erickson's hypnotic communication patterns in counselor supervision <sup>am</sup>	University of S. Dakota-1998 15		X		
A comparative study of perimenopausal symptoms as perceived by South Dakota midlife women, family practice, and obstetric/gynecology physicians	University of S. Dakota-2001 16	X			
Effects of differential intensity exercise on serum lipid and lipoprotein concentrations in male university students	University of S. Dakota-2001 17		X		
Effects of gender and type of sport participation on Taiwanese undergraduate student's physical self-concept	University of S. Dakota-2001 <b>18 Gender<sup>b</sup></b> 9-F 7-M 0-LGTBIQ 2-O				X
The current status of African-American women in institutions of higher education and their rate of advancement into senior –level faculty and administrative positions: A case study of African-American women in Florida	University of West Florida-2001 <b>1 Gender<sup>b</sup></b> 1-F 0-M 0-LGTBIQ 0-O	X			

# GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

<i>Dissertation Title</i>	<i>RUH-Institution</i>	<i>F</i>	<i>M</i>	<i>L</i>	<i>O</i>
Effect of a computer based multimedia module on knowledge of the menstrual cycle	Bowling Green State -2007 1	X			
Lasting legacies: The effects of natural mentors in the lives of at risk African –American male adolescents <b>BLACK MALE</b>	Bowling Green State-2006 2		X		
The praxis of black female educational leadership from a systems thinking perspective	Bowling Green State-2003 <b>3 Gender<sup>b</sup></b> 2-F 1-M 0-LGTBIQ 0-O	X			
Lipid treatment assessment in Women: Primary Care practice and curricula implications for South Carolina obstetricians/gynecologists	Clemson University-2001 <b>1 Gender<sup>b</sup></b> 1-F 0-M 0-LGTBIQ 0-O	X			
Navigating the Academy: The career advancement of Black and White women full time faculty	College of William & Mary-2006 1	X			
A study exploring the educational needs of African-American pastor's wives within Baptist congregations	College of William & Mary-2004 2	X			
President J.A.C.Chandler and the first women faculty at the College of William and Mary (male & female) <sup>am</sup>	College of William & Mary-2004 3				X
Effects of residential learning communities, on campus housing, and gender on student's perception of their living environment	College of William & Mary-2003 <b>4 Gender<sup>b</sup></b> 2-F 0-M 0-LGTBIQ 2-O				X
Elementary teacher's perception of gender bias	Florida Atlantic-Boca 2007 1				X

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

The impact of reading instructional methodology on student achievement of Black males based on the Florida comprehensive assessment test <b>BLACK MALE</b>	Florida Atlantic Boca 2006 2		X		
Building a template of electoral strategies for women who aspire to the superintendency in appointed school districts within the southern United States	Florida Atlantic Boca 2003 3	X			
Gender equity at selected National Collegiate Athletic Association Division III Institutions	Florida Atlantic Boca 1999 4				X
A comparison of academic success variables of Black male high school graduates with other racial and gender populations in the Broward County School district Florida <b>BLACK MALE</b>	Florida Atlantic Boca <i>5 Gender<sup>b</sup></i> 1-F 2-M 0-L 2-O		X		
Caring and being cared for: Perceptions of adolescent males at risk for school failure	Florida International U- 2005 1		X		
Differences in learning style preference among students of diverse ethnicities, gender, academic placement level and academic achievement	Florida International U- 2005 2				X
Gender differences in principal motivations <b>M v F LEADER</b>	Florida International U- 2005 3				X
Women graduates academic resilience and their personal strategies for doctoral success	Florida International U- 2004 4	X			
Constructing literacy: Disadvantaged Irish mother's attempts at developing literacy with their preschool children during story book reading and jigsaw puzzle building	Florida International U- 2003 5	X			
Heteronormativity and teaching: A phenomenological study of lesbian teachers <b>LGTBIQ</b>	Florida International U- 2002 6			X	
Profile of Florida: Services in transnational housing programs for homeless women with children	Florida International U- 2002	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	7				
Dean of the school board: An oral history of the distinguished career of G. Holmes Braddock <sup>am</sup>	Florida International U-2001 8		X		
A study of the differences among African-American, Hispanic and Anglo women on the perceived barriers and strategies to career advancement in public school administration	Florida International U-1999 9	X			
A study of the perceived effectiveness of existing recruitment and general institution-wide practices used to enhance women and minority full time faculty representation at Florida's public universities	Florida International U-1999 10				X
An investigation into factors that influence the sense of competence of six high school girls	Florida International U-1999 11	X			
Perceptions of family environment, body image, and self esteem of eating disordered and non-eating disordered women	Florida International U-1998 12	X			
Planning and evaluation of Business English course in compliance with internationalization in Taiwan: A case study of Taiwan Women's College of Arts & Technology	Florida International U-1998 13	X			
Sexual Harassment of Miami-Dade County public school students by school personnel	Florida International U-1998 <b>14 Gender <sup>b</sup></b> 7-F 2-M 1-LGTBIQ 4-O				X
No gender found 5/4/2010	George Mason U- <b>-0- Gender <sup>b</sup></b> 0-F 0-M 0-LGTBIQ 0-O				
Korean immigrant mothers involvement in their children's homework/home work	Indiana U Purdue-2007 1	X			
I don't need any help: What first year college men say about interacting with faculty outside of the classroom	Indiana U Purdue-2007 2		X		
Women's giving circles: A case study in higher education philanthropy	Indiana U Purdue-2006	X			



## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	3				
Performing motherhood in public schools: Why isn't someone listening to us?	Indiana U Purdue-2005 4	X			
<u>Feminist</u> and Eugenicist thinking in a woman educator: The case of Leta Stetter Hollingworth <sup>af</sup> <b>FEMINIST</b>	Indiana U Purdue-2003 5	X			
Portrait of a Dean of Students: Dick McKaig Indiana University, 2002-2003 <sup>am</sup>	Indiana U Purdue-2003 6		X		
Raising Abel: What do African American single mothers do to raise successful African American middle school boys <sup>ab</sup> <b>BLACK MALE</b>	Indiana U Purdue-2003 7		X		
Residence life professionals on Catholic Campuses :A qualitative study on how they assist students with issues of sexual behavior and identity	Indiana U Purdue-2001 8				X
The Malcolm Baldrige award criteria as school change mode: Evidence from the field <sup>am</sup>	Indiana U Purdue-2000 9		X		
A critical look at gender issues in cooperative learning	Indiana U Purdue-1998 10				X
Career paths of Indiana female superintendents , 1996-1997	Indiana U Purdue-1998 11	X			
The leadership of women high school principals	Indiana U Purdue-1999 <b>12 Gender<sup>b</sup></b> 6-F 4-M 0-LGTBIQ 2-O	X			
The relationship between career interruptions, gender and academic rewards for accounting professors in higher education	Mississippi State U -1998 <b>1 Gender<sup>b</sup></b> 0-F 0-M 0-LGTBIQ 0-O				X
Latina Presidents in community colleges: A quantitative study of the elements of career advancement <b>LATINO/A</b>	New Mexico State-Main-2007 1				
Non United States born Latinos: A study of perceptions of barriers and catalysts to educational success at a rural New Mexico	New Mexico State-Main-2007 2				

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

community college <b>LATINO/A</b>					
Transformational leadership and female community college presidents: A gender focused assessment	New Mexico State-Main-2006 3				
A qualitative study for the identification of wives of enlisted military personnel as at risk students for the development of a campus wide support model for these students	New Mexico State-Main-2004 4				
A study of student's attitudes towards physics and classroom environment based on gender and grade level among senior secondary education students in Indonesia	New Mexico State-Main-2002 5				
A case study on language proficiency with Latino students in dual language setting <b>LATINO/A</b>	New Mexico State-Main-2000 6		X		
Tapestries of Mexican-American women secondary teachers: A narrative experience	New Mexico State-Main-1998 <b>7 Gender<sup>b</sup></b> 4-F 2-M 0-LGTBIQ 1-O	X			
Leadership styles of female educational leaders and female police leaders: A comparative study	Northern Arizona U-2006 1	X			
The impact of an instructional program on the attitudes of girls towards mathematics and technology	Northern Arizona U-2006 2	X			
Asian American adolescents and the stress of acculturation: Differences in gender and generational levels	Northern Arizona U-2005 3	X			
Leadership styles and philosophies of female police leaders: A descriptive study	Northern Arizona U-2005 4	X			
The leadership characteristics of women public manager	Northern Arizona U-2004 5	X			
Levels of family involvement and gender role conflict among stay-at-home dads	Northern Arizona U-2003 6		X		
Resilience in adult women students in higher education : Implications for academic and persistence	Northern Arizona U-2003 7	X			
The gay and lesbian counseling experience triad: Curriculum, service and satisfaction <b>LGTBIQ</b>	Northern Arizona U-2003 8			X	
Variables influencing the career advancement of	Northern Arizona	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

full time tenure track Latinas in selected public universities <b>LATINO/A</b>	U-2003 9				
The perceived impact of chance on careers and its relationship to locus of control and gender	Northern Arizona U-2002 10				X
A transformation of one's own: Women's studies discourse in National Council of Teachers of English	Northern Arizona U-2000 11	X			
Career perspectives of female superintendents in the state of Arizona	Northern Arizona U-2000 12	X			
The effectiveness of NCAA Division I athletes program leadership in assuring <u>Title IX</u> Compliance <b>TITLE IX</b>	Northern Arizona U-2000 13				X
Factors that influence minority participation in predominately White fraternities and sororities	Northern Arizona U-2000 14				X
Contributing factors to success of Hispanic female graduates of a community college	Northern Arizona U-1999 15	X			
Gender and interactions of children during free play in a Montessori preprimary classroom	Northern Arizona U-1999 16				X
An investigation of gender differences and leadership characteristics in the hospitality industry	Northern Arizona U-1998 17				X
Factors that influence career development of university-educated Black Zimbabwean women	Northern Arizona U-1998 18	X			
Resiliency characteristics of women leaders in education	Northern Arizona U-1998 <b>19 Gender<sup>b</sup></b> 12-F 1-M 1-L 5-O	X			
An analysis of adult African American men's perceived susceptibility of prostate cancer and perceived benefits and barriers to participation in early detection methods: Implications for community-based health promotion <b>BLACK MALE</b>	Northern Illinois- 2007 University 1		X		
Gay and lesbian school administrators: Negotiating personal and professional roles and responsibilities within hetero-normative	Northern Illinois University-2007 2			X	

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

organizations <b>LGTBIQ</b>					
Subcutaneous: The life experience of African American transsexual college students <b>LGTBIQ</b>	Northern Illinois University-2007 3			X	
A case study of at risk adolescent females' interpretations of heterosexuality in magazine advertisements	Northern Illinois University-2006 4	X			
An exploratory study of the experiences of Mexican American women attending community college	Northern Illinois University-2006 5	X			
Defining mother-child interaction in an childrens' museum: An in depth study of the interaction between mothers and their preschool children	Northern Illinois University-2006 6	X			
Empowerment of low-income women in India: Emergent feminist grassroots leaders in Ahmedabad, Gujarat <b>FEMINIST</b>	Northern Illinois University-2006 7	X			
Factors influencing condom use among Latino men who have sex with men <b>LGTBIQ</b>	Northern Illinois University -2006 8			X	
Female students adjustment to college: An investigation of psychosocial factors	Northern Illinois University-2006 9	X			
Joy and pain: Breaking through the myths of breast cancer. An exploratory study with implications for adult and health education	Northern Illinois University -2006 10	X			
Rural women learning the American way: Cooperative Extension Services and home economics from 1960-1980.	Northern Illinois University-2006 11	X			
Women's participation in advanced and emerging technology program: Stories of confidence and determination	Northern Illinois University -2006 12	X			
A study of the relationship between resiliency attitudes and selected risk factors of gang involvement in adult Honduran males	Northern Illinois University -2005 13		X		
A study of Josephine Locke, her influence on elementary art education in the Chicago public schools and her work at the Art Institute of Chicago <sup>af</sup>	Northern Illinois University-2005 14	X			
College Latino students: Cultural integration, retention, and successful completion <b>LATINO/A</b>	Northern Illinois University -2005 15		X		
Negotiating identity in a second language environment: A narrative study of nine East Asian female international students	Northern Illinois University-2005 16	X			
Precursors to change and women coping	Northern Illinois	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

successfully with multiple sclerosis	University-2005 17				
The African American church as a provider of nonformal adult education in the Chicago community under the leadership of Pastor William Samuel Winston	Northern Illinois University-2005 18		X		
The impact of work requirements on quality of life among female high school principals	Northern Illinois University -2005 19	X			
The influence of Lillian G. Katz on early childhood education: An oral history <sup>a</sup>	Northern Illinois University-2005 20	X			
Women becoming mentors: Reflection and mentor identity formation as a process of lifelong learning	Northern Illinois University-2005 21	X			
Finding voice: Taking the lead. Experiences and characteristics of African American women leaders in Republican organizations: Implications for adult education	Northern Illinois University-2004 22	X			
Exploring identities: An enquiry into the identity reconstruction of adult immigrants of Filipino heritage with implications for adult ESL programs	Northern Illinois University -2004 23		X		
Menogogy as the art and science of becoming a crone: Changing perspectives on women, aging and adult education	Northern Illinois University-2004 24	X			
School organization of successful alternative high schools serving Latino students in Chicago <b>LATINO/A</b>	Northern Illinois University-2004 25		X		
The voices of women computer professionals: Perspectives on achievement	Northern Illinois University-2004 26	X			
Women with doctorates in science: Perceptions of facilitative factors and obstacles to their success	Northern Illinois University-2004 27	X			
A study of female principals moral orientations and reasoning through the use of self-generated moral dilemmas	Northern Illinois University-2003 28	X			
Coming into their own: A study of a <u>feminist</u> adult education program in Esteli, Nicaragua <b>FEMINIST</b>	Northern Illinois University-2003 29	X			
Ida B. Wells "A Red Record" : A social justice curriculum for educating the adult in post-Reconstruction America <sup>af</sup>	Northern Illinois University-2003 30	X			
Lessons learned while suspended between two cultures: The life history of a Latina adult educator <b>LATINO/A</b>	Northern Illinois University-2003 31	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Live and learn: Mothers of large families and their evolution of learning	Northern Illinois University-2003 32	X			
The professional development model for African-American women in leadership roles within professional associations with a higher education membership base :Implications for adult education	Northern Illinois University-2003 33	X			
Eduard C. Lindeman: Beyond the “Meaning of Adult Education” toward a view of professionalization in adult education and social work <sup>am</sup>	Northern Illinois University-2002 34		X		
Female and male African American senior undergraduate student leaders perceptions of factors influencing their academic success in Illinois public doctoral degree granting institutions: Implications for higher education leadership	Northern Illinois University-2002 35				X
Out of dreams deferred: Culturally grounded community and adult education. Laurence C. Jones and Piney Woods School <sup>am</sup>	Northern Illinois University-2002 36		X		
Perceptions of sexual harassment in educational organizations by Illinois Unit School District certified personnel and the implications on policy, procedure and product	Northern Illinois University-2002 37				X
Selected African-American women’s perceptions of a grassroots organization and a racially and ethnically diverse funded organization in the development of African American women leaders in higher education	Northern Illinois University-2002 38	X			
Sexual abuse and forgiveness	Northern Illinois University-2002 39				X
Silencing of African American women’s voices: A narrative explanatory qualitative study of its impact on their lives as returning adult learners	Northern Illinois University-2002 40	X			
The pedagogical desires of an all-girl math class	Northern Illinois University-2002 41	X			
Anger cues in marital couples: anger cue arousal an its relationship to anger expression, marital satisfaction , and gender	Northern Illinois University-2001 42				X
An investigation into the illustrations of Snow White and her stepmother in selected retellings of “Snow White and the Seven Dwarfs” from 1882 to 1996:A <u>feminist</u> inquiry <sup>af</sup> <b>FEMINIST</b>	Northern Illinois University-2001 43	X			
Examining potential influences on paternal and	Northern Illinois				X

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

maternal attachment: An early influence on learning	University-2001 44				
God is a Black woman from Mississippi: Biography of Reverend Johnnie Coleman, spiritual leaders/adult educator <sup>af</sup>	Northern Illinois University-2001 45	X			
Professional socialization of women of color into the role of school district superintendent: Intrinsic indicators of independent success	Northern Illinois University-2001 46	X			
Reaching and teaching the African-American male: Curriculum, learning styles, teacher belief systems and practices <b>BLACK MALE</b>	Northern Illinois University-2001 47		X		
Sitting in the principal's chair: Women voicing their experiences	Northern Illinois University-2001 48	X			
Women on the ground, making meaning of HIV and Aids: Implications for adult education in community based health promotion	Northern Illinois University-2001 49	X			
Achieving the superintendency: Career barriers, achievement strategies, and maintenance behaviors of African –American women and White women superintendents	Northern Illinois University-2000 50	X			
The pedagogy of the public square: The history of Eric Williams's adult education movement <sup>am</sup>	Northern Illinois University-2000 51		X		
A study of the relationship between selected independent variables and the success of Latina/o students at a four year institution of higher learning in the Midwest <b>LATINO/A</b>	Northern Illinois University-2000 52				X
Awareness, concerns, and the discovery of new voices: A critical investigation of women in the professoriate	Northern Illinois University-2000 53	X			
Collaborations: Toward a grounded theory on the persistence of Black women physicians in academic medicine	Northern Illinois University-2000 54	X			
Computing the future: Women, mathematics and technology. Voices from the pipeline	Northern Illinois University-2000 55	X			
Measuring the effectiveness of an Afrocentric male mentoring program with adolescent African American males <b>BLACK MALE</b>	Northern Illinois University-2000 56		X		
Perspectives of experienced female and male superintendents of large suburban Illinois public school districts on the evolving role of the superintendent: Implications for leadership <b>M v F LEADER</b>	Northern Illinois University-2000 57				X

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Perspectives of experienced female and male superintendents of small rural Illinois public school districts on the evolving role of the superintendent: Implications for leadership <b>M v F LEADER</b>	Northern Illinois University-2000 58				X
Rediscovering the essential nature of African American male leadership: An Afrocentric perspective <b>BLACK MALE</b>	Northern Illinois University-2000 59				X
Resurrection: A phenomenological investigation of the transformational learning experiences of women	Northern Illinois University-2000 60	X			
There are no crystal stairs here: A study of African-American males in traditional and non traditional program in a predominately White institution of higher education <b>BLACK MALE</b>	Northern Illinois University-2000 61		X		
An inductive case study of women leaders of athletics at Northern Illinois University	Northern Illinois University-1999 62	X			
An intellectual biography of Ivan Illich <sup>am</sup>	Northern Illinois University-1999 63		X		
An investigation into the career paths and leadership experiences of three female high school principals	Northern Illinois University-1999 64	X			
Communication styles of elementary school principals: Perception as function of biological sex and gender	Northern Illinois University -1999 65				X
Descriptions of the mentoring experiences of female public school superintendents in the State of Illinois	Northern Illinois University -1999 66	X			
Empowerment of Zulu women through popular adult education in South Africa: A case study of the National Association for Women's empowerment program (NAWE) in KwaZulu-Natal	Northern Illinois University -1999 67	X			
Irish-American female religious leaders, 1832-1902: Sisters of Charity of the Blessed Virgin Mary <sup>af</sup>	Northern Illinois University -1999 68	X			
Moving off the ladder: Career decisions of women in science and their implications for adult continuing education	Northern Illinois University -1999 69	X			
Social cognition and language: Abusive language and the African –American male juvenile transgressor <b>BLACK MALE</b>	Northern Illinois University-1999 70		X		
The influence of perceived parental acceptance-	Northern Illinois		X		



## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

rejection, parental control, and psychological adjustment on job stability of men	University-1999 71				
Where have all the girls gone? : A study of female perceptions of math success for female high school students and implications for leadership, policy and practice	Northern Illinois University-1999 72	X			
Finishing what she started: Participation of African American and Hispanic women students in higher education reentry support programs	Northern Illinois University-1998 73	X			
Investigating the difference in leadership styles and effectiveness between male and female public high school principals in Illinois <b>M v F LEADER</b>	Northern Illinois University-1998 74				X
La pisca, la familia, y las schools: Personal narratives of Tejana women in the Midwest and the nature of adult education	Northern Illinois University-1998 75	X			
Malcolm X: An intellectual aesthetic for Black adult education <sup>am</sup>	Northern Illinois University-1998 76		X		
The development of faith maturity in men and its implication for education in the local church	Northern Illinois University-1998 <b>77 Gender</b> 46-F 17-M 3-L 11-O		X		
Female dropouts in Botswana junior secondary schools: How much of a crisis is it?	Ohio U-Main-2007 1	X			
School participants perceptions of gender equity issues in school policies and practices: An ethnographic case study of a public secondary school in Malawi	Ohio U-Main-2005 2				X
Et in Arcadia Mattheus? An investigation of educational equity in Kentucky's public schools <sup>am</sup>	Ohio U-Main-2005 <b>3 Gender<sup>b</sup></b> 1-F 1-M 0-LGTBIQ 1-O		X		
Media representation of female body images in women's magazines	Oklahoma State-Main-2006 1	X			
The influence of gender and ethnicity on achievement and engagement levels of Upward Bound students	Oklahoma State-Main-2006 2				X

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

The sexual harassment of human resource professionals	Oklahoma State-Main-2006 3				X
An exploratory study of well-being in middle aged Navajo women living on the Navajo Nation	Oklahoma State-Main-2005 4	X			
Hungry ghosts: Ponca girls in two worlds	Oklahoma State-Main-2005 5	X			
Incoming college freshman's perceptions of racial, religious, and sexual orientation groups	Oklahoma State-Main-2005 6				X
Researching the experience of trust as lived by women who teach nursing	Oklahoma State-Main-2005 7	X			
The effect of gender role orientation and participation in a single sex outdoor recreation program on self-efficacy	Oklahoma State-Main-2004 8				X
The under-representation of women in the superintendency: A study of accumulative disadvantage	Oklahoma State-Main-2004 9	X			
A study of the elements and events that influence leadership among women of color administrators at Oklahoma technology centers	Oklahoma State-Main-2003 10	X			
Networks and the perpetuation of dominant cultural roles: The technology gender gap and the impact of teachers	Oklahoma State-Main-2003 11				X
African-American male per-service teachers' perceptions of elementary education: A multiple case study <b>BLACK MALE</b>	Oklahoma State-Main-2002 12		X		
Career success of black women administrators in higher education	Oklahoma State-Main-2002 13	X			
Mentoring of female faculty in higher education: An explanatory case study using Mary Douglas's grid/group typology <sup>af</sup>	Oklahoma State-Main-2002 14	X			
Mexican American women in college: Factors related to educational goals and occupational aspirations	Oklahoma State-Main-2002 15	X			
Teaching citizenship: Civic values in the young adult novels of Chris Crutcher <sup>am</sup>	Oklahoma State-Main-2002 16		X		
A voice from the shadows: A historical educational case study of Julia Ann Christian <sup>af</sup>	Oklahoma State-Main-2001 17	X			
Comparison of a strength training program performed on the concept2 Dyno and Cybex	Oklahoma State-Main-2001		X		

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

chest press machine among college age men	18				
A <u>feminist</u> phase theory exploration of the development of levels of gender awareness in the superintendency <b>FEMINIST</b>	Oklahoma State- Main-2000 19	X			
A study of social networks of female superintendents	Oklahoma State- Main-2000 20	X			
The influence of self-efficacy on academic achievement and academic performance of selected middle school African American girls	Oklahoma State- Main-2000 21	X			
An active positive leader: Applying James Barber to Theodore Roosevelt's life <sup>am</sup>	Oklahoma State- Main-1999 22		X		
Gender equality in the classroom: An application of perpetuation theory and the influence of social networks	Oklahoma State- Main-1999 23				X
The selection of high school principals: An examination of the process using <u>feminist</u> phase theory <b>FEMINIST</b>	Oklahoma State- Main-1999 24	X			
A postmodern <u>feminist</u> text analysis of the pedagogy of popular craft <b>FEMINIST</b>	Oklahoma State- Main-1998 <b>25 Gender<sup>b</sup></b> 15-F 4-M 0-LGTBIQ 6-O	X			
Asian American females in educational leadership in K-12 public schools	San Diego State- 2005 1	X			
Examining the lived experience of out gay and lesbian K-12 educators <b>LGTBIQ</b>	San Diego State- 2005 <b>2 Gender<sup>b</sup></b> 1-F 0-M 0-LGTBIQ 1-O			X	
Gender, identity, culture and education: An ethnographic study of the discontinuity of secondary schooling in Senegal, West Africa	SUNY Binghampton- 2006 1				X
Perceptions of Title IX and gender equity: the influence of life histories, sports experiences, and campus initiatives <b>TITLE IX</b>	SUNY Binghampton 2006 2				X
Nurturance suffering in the maternal teacher: An ethnofictive case study	SUNY Binghampton-	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	2006 3				
A critical analysis of the concept of resilience: Inquiry into the lives of female adolescents	SUNY Binghampton-2002 4	X			
The civic imperative, Thomas Jefferson & John Dewey: A content analysis of “civitas” <sup>am</sup>	SUNY Binghampton-2001 5		X		
Women in the superintendency: A research synthesis and biographical case study	SUNY Binghampton-2001 <b>6 Gender<sup>b</sup></b> 3-F 1-M 0-LGTBIQ 2-O	X			
Constant struggles: the effects of overseas study on the identities of Japanese women	Temple University-2007 1	X			
Differential use of reactive tokens in Japanese turn management and by gender	Temple University-2007 2				X
Saying it loud: The cultural and socio-political activism of choreographer Jawole Willa Jo Zoller <sup>af</sup>	Temple University-2007 3	X			
Factors influencing academic success for high school boys from low income environments :A case study	Temple University-2006 4		X		
Gender differences in mathematics achievement and mathematics attitude through participation in athletics	Temple University-2006 5				X
Lesbian, gay , bisexual and transgender adult and youth perceptions on school safety in central Pennsylvania <b>LGTBIQ</b>	Temple University-2006 6			X	
Normative gender and sexuality in the lives of teachers and students in Japan	Temple University-2006 7				X
Through their eyes: An analysis of male and female students during their transition from middle school to high school	Temple University-2006 8				X
Becoming an English teacher: The personal and professional development of young women in a teacher education program in Japan	Temple University-2004 9	X			
A longitudinal study of the educational and career trajectories of female participants of an	Temple University-2003	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

urban informal science education program	10				
The effects of academic preparation course type, and course length on the academic achievement of African American adult female students	Temple University-2003 11	X			
Situational, institutional and dispositional barriers preventing or limiting participation in intramural programs by adult female students attending community college in Tennessee	Temple University-2003 12	X			
A critical ethnographic investigation of Japanese junior college female learner's attitudes towards gender issues and education	Temple University-2002 13	X			
An exploratory analysis of power, opportunity and proportion as related to the careers of women in leadership positions within intercollegiate athletics	Temple University-2002 14	X			
Anna Halprin's "Exorcism of Cancer" (1975) and the surrounding discourses of dance as a healing art in the United States <sup>af</sup>	Temple University-2001 15	X			
Black ballerina's dancing on the edge: An analysis of the cultural politics in Delores Browne's and Raven Wilkinson's careers, 1954-1985 <sup>af</sup>	Temple University-2001 16	X			
Lay vice principals enactment of the philosophy of education of a religious order of men	Temple University-2001 17		X		
Perceptions of personal sporting experiences and life projections among Caucasian urban at-risk adolescent females	Temple University-2001 18	X			
Sexual orientation and multiperspective identity on a small Catholic campus: An analysis of the cultural climate and multicultural organizational change <b>LGTBIQ</b>	Temple University-2001 19			X	
A study of the attitudes and academic achievement in biology of females in a single sex school vs a coeducational school in the Philadelphia Archdiocesan secondary schools	Temple University-2000 20	X			
The ethic and care of female principals: A qualitative study	Temple University-2000 21	X			
The relationship between position longevity and the use of social power by female community college presidents	Temple University-2000 22	X			
The State department sponsored tours of Jose Limon and his modern dance company, 1954 and 1957: Modern dance diplomacy and the cold war <sup>am</sup>	Temple University-2000 23		X		
<u>Title IX</u> Compliance: A comparative analysis of	Temple				X

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

the perceptions of athletic directors represented in the NEW Jersey State Interscholastic Athletic Association (NJSIAA) and athletic directors represented in the National Collegiate Athletic Association (NCAA) division III <b>TITLE IX</b>	University-2000 24				
A study of persistence of first year reentry women enrolled in a two year college weekend program	Temple University-1999 25	X			
Boppin at Miss Mattie's Place: African American grassroots dance culture in North Philadelphia from the speakeasy to the uptown theatre during the 1960's <sup>af</sup>	Temple University-1999 26	X			
A comparative study of headmasters and head mistresses on decision making about curriculum and instruction in elementary schools in Imo State, Nigeria	Temple University-1998 27				X
Changing conceptions of gender equity and the impact of gender equity on female intercollegiate athletic participation from 1960-1987	Temple University-1998 28	X			
Marquita Flores and Victoria Flores Cooke: Two prominent women in the development of American Flamenco dance <sup>af</sup>	Temple University-1998 29	X			
The dance griots: An examination of dance pedagogy of Katherine Dunham and Black pioneering dancers in Chicago and New York City <sup>af</sup>	Temple University-1998 30	X			
Validation of the Spanish version of the Physical Self-description Questionnaire and comparison of physical self-concept among selected Puerto Rican female varsity athletes	Temple University-1998 <b>31 Gender<sup>b</sup></b> 20-F 3-M 2-LGTBIQ 6-O	X			
Creating home: A phenomenological study on place transitions of culturally diverse older women	Texas Tech U-2003 1	X			
Pregnant and parenting female students perceptions of school experiences: Case studies	Texas Tech U-2003 2	X			
The influences and factors of an undergraduate research program in preparing women for science careers	Texas Tech U-2002 3	X			
Mathematics experience: Contributing factors to the math anxiety and avoidance behaviors of female elementary school principals	Texas Tech U-2001 4	X			
Sexual harassment: A comparison of online	Texas Tech U-				X

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

versus traditional training methods	2001 5				
A mother's experience with parenting children with disabilities: Overwhelmed but growing	Texas Tech U- 2000 6	X			
A phenomenological examination of tenure track female faculty members socialization into the culture of higher education	Texas Tech U- 2000 7	X			
Women chief academic officers of public community colleges: Career paths and mobility factors	Texas Tech U- 2000 8	X			
Eating disorders: A multiple-case investigation of the internet e-mail correspondence of women's lived experience	Texas Tech U- 1999 9	X			
Heterosexism within educational institutions: Coping efforts of lesbian, gay and bisexual students in West Texas <b>LGTBIQ</b>	Texas Tech U- 1998 10			X	
The relationship between religious fundamentalism and moral development on homophobia in college undergraduates <b>LGTBIQ</b>	Texas Tech U- 1998 <i>11 Gender<sup>b</sup></i> 8-F 0-M 2-L 1-0			X	
A case study of the presidency of Dr. Yvonne Walker-Taylor: The first female president of Wilburforce University (1984-1988) <sup>af</sup>	University of Akron-2001 1	X			
The dream and the dialogue: Women's narrative reflection on the superintendency	University of Akron-2001 2	X			
Comparison of self reported transformational leadership behaviors and outcomes of women senior student affairs officers with immediate staff member perceptions	University of Akron-2001 3	X			
The Brothers of Christian instruction at Walsh College: Catholic college builders in a non-sectarian era (1958-1992) <sup>am</sup>	University of Akron-2000 4		X		
A case study of John H. Stanford <sup>am</sup>	University of Akron-1999 5		X		
A case study of women superintendents in the state of Ohio in their roles as transformational leaders in creating school district climate	University of Akron-1999 6	X			
Narrative case studies: A study of the under-representation of African American females in doctoral programs at predominately White institutions	University of Akron-1999 7	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Power as conceptualized and experienced by select women assistant superintendents in Ohio	University of Akron-1999 <b>8 Gender<sup>b</sup></b> 6-F 2-M 0-L 0-O	X			
The coach in the principal's office: An analysis of the perceptions, practices, and beliefs of male secondary principals in Alabama with a background in athletic coaching	University of Alabama-2007 1		X		
The relationship of gender, socioeconomic status, and attendance on mathematics achievement of seventh grade students	University of Alabama-2006 2				X
Teachers' perceptions of principals: Perceptions of gender stereotypes among secondary school teachers in the state of Alabama	University of Alabama-2005 3				X
An examination of court cases involving sexual harassment and their relevance to the public school setting	University of Alabama-2003 4				X
Perceptions of career path barriers to women in educational fundraising at the University of Alabama	University of Alabama-2003 5	X			
Student ratings of a community college English course: the influence of author gender and reading assignment	University of Alabama-2003 6				X
The missing male voice in the early childhood teaching profession	University of Alabama-2002 7	X			
Perceptions of African American female student affairs administrators regarding barriers to career advancement at four-year Alabama colleges	University of Alabama-2002 8	X			
The effect of gender and the term a course is taught in the block schedule structure on Stanford Achievement Test Mathematics scores	University of Alabama-2000 9				X
Factors that foster academic resilience in African American male middle school students from low-socioeconomic, single parent homes <b>BLACK MALE</b>	University of Alabama-1999 10		X		
Five public school principals perceptions of student to student sexual harassment	University of Alabama-1999 11				X
Going it alone: The voices of single mother students	University of Alabama-1999 12	X			
Writing self efficacy, gender, aptitude, and	University of				X



## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

writing achievement among freshmen university students	Alabama-1998 13				
A history and analysis of sports related <u>Title IX</u> legislation and litigation from 1972 to 1997 <sup>d</sup>	University of Alabama-1998 14				X
Differences in name calling and beliefs about peers of elementary school children when compared by grade level, gender and race	University of Alabama-1998 <b>15 Gender <sup>b</sup></b> 4-F 2-M 0-LGTBIQ 9-O				X
Factors influencing female college choice at four year public institutions in Arkansas	University of Arkansas-Main-2006 1	X			
Factors that contribute to hazing practices by collegiate Black Greek letter fraternities during membership intake activities <b>BLACK MALE</b>	University of Arkansas-Main-2006 2		X		
Relationships between college entrance exam scores and college freshmen GPA's with graduation rates for male scholarship student athletes at a Division One institutions	University of Arkansas-Main-2005 3		X		
An analysis of a woman administrator 's leadership competency behavior	University of Arkansas-Main-2004 4	X			
Learning style preferences of women incarcerated in a Midwestern minimum security prison	University of Arkansas-Main-2002 5	X			
Understanding the conditions that encourage the persistence of women in science, mathematics and engineering career pathways	University of Arkansas-Main-2002 6	X			
The use of career development programs in meeting the perceived career development needs of Mexican American women by manufacturers in the greater Kansas City area	University of Arkansas-Main-2001 7	X			
Frequency of serious disciplinary actions of females in Arkansas junior high schools from 1991-1995	University of Arkansas-Main-2000 8	X			
Recruitment, retention and mentoring of female and minority students in higher education	University of Arkansas-Main-2000 9	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

A comparative analysis of leadership attitudes of male and female elementary public school principals in Arkansas <b>M v F LEADER</b>	University of Arkansas-Main-1998 10				X
A comparative study of the characteristics of male and female secondary principals and aspirants in the State of Arkansas <b>M v F LEADER</b>	University of Arkansas-Main-1998 11				X
Gender equity in the staffing patterns of central office positions in medium-sized school districts in the United States	University of Arkansas-Main-1998 <b>12 Gender<sup>b</sup></b> 7-F 2-M 0-LGTBIQ 3-O				X
An examination of time use patterns influence on achievement among African American and Hispanic male high school student athletes <b>BLACK MALE</b>	University of Central Florida-2007 1		X		
Science self-efficacy in tenth grade Hispanic female high school students	University of Central Florida-2006 2	X			
A healthy pregnancy curriculum for adolescent mothers: Participants perceptions and effect on infant's birth weight	University of Central Florida - 2005 3	X			
Attainment of doctoral degree for American Indian and Alaska Native women	University of Central Florida-2005 4	X			
A case study of a community college teacher The relationship of her personal practical theories to her teaching practice	University of Central Florida - 2003 5	X			
Alternative school success factors: A program evaluation of PACE Center for Girls, RTM	University of Central Florida-2002 6	X			
College students attitudes about computers related to gender identity and learning style interactions	University of Central Florida - 2002 7				X
Effects of graphing calculators on students confidence and performance in college algebra: race and gender related differences	University of Central Florida - 1999 8				X

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Mao's prey: The history of Chen Renbing, liberal intellectual <sup>am</sup>	University of Central Florida - 1999 9		X		
The oral history of Midway as seen through the eyes of the women	University of Central Florida- 1999 10	X			
Values in children's literature: A descriptive content analysis of Beatrix Potters "23 tales for children" <sup>af</sup>	University of Central Florida- 1998 11	X			
Young women reading: Listening to female voices in literary response	University of Central Florida- 1998 <b>12 Gender <sup>b</sup></b> 8-F 2-M 0-LGTBIQ 2-O	X			
An exploration of the factors contributing to stress and burnout in male Hispanic middle school teachers	University of Houston-2006 1				
Contextualizing risk and resiliency: Using narrative inquiry with female adolescents in an alternative school program	University of Houston-2006 2				
A comparison of the problems and coping strategies of academically resilient and non-academically resilient Hispanic females	University of Houston-2005 3				
Chicana activists of Austin and Houston, Texas : A historical analysis	University of Houston-2005 4				
Differences in African American parent's assessment of the effectiveness of charter schools by gender and age	University of Houston-2005 5				
The academically gifted female students in science	University of Houston-2005 6				
A study of the relationship between displaced homemakers programs' components and the effectiveness of the programs in Texas public higher education institutions	University of Houston-2004 7				
Beginning reading: Linguistic units and instructional strategies that facilitate word recognition in Latino kindegarten students who are learning to reading Spanish <b>LATINO/A</b>	University of Houston-2003 8				
Impact of socially desirable instrumentality and	University of				

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

socially desirable expressiveness on female pre-service teachers' computer attitudes	Houston-2003 9				
Relation of physical activity level to knowledge of cardiovascular risk factors of heart disease, barriers to physical activity, gender and acculturation in the Hispanic population	University of Houston-2003 10				
Self-perceived influences on the storied success of female Mexican-American technical college students	University of Houston-2003 11				
The relation between maternal perceptions of body image and actual body mass index of preschool children	University of Houston-2003 12	X			
A hidden curriculum of racism for welfare women in a GED preparation program: A Critical ethnography	University of Houston-2002 13				
Conversations about reading processes in Spanish and English among six Latino/a eighth graders <b>LATINO/A</b>	University of Houston-2002 14		X		
Identity formation of female students in a predominately female, multiethnic high school	University of Houston-2002 15	X			
Investigating the cognitive reading strategies and motivation to read of resilient, average, and no-resilient fourth-and fifth-grade Latino English language learners <b>LATINO/A</b>	University of Houston-2002 16		X		
Ethnic cleansing in the barrio: A critical ethnography of the politics, practices, and pedantry of schooling urban Latino bilingual students <b>LATINO/A</b>	University of Houston-2001 17		X		
The predictability of self reported physical activity, attitudes towards physical activity, and gender on cardiovascular endurance status among sixth grade Hispanic students	University of Houston-2001 18				X
A comparison of Latino college graduates and dropouts with regard to self-efficacy <b>LATINO/A</b>	University of Houston-2001 19		X		
The relationship of life stress, social support systems, and coping behaviors associated with athletic injury and performance in women's intercollegiate softball teams	University of Houston-2001 20	X			
A qualitative case study of academic achievement and sociocultural adjustment of Mexican American high school females	University of Houston-2000 21	X			
Coaching leadership behaviors and team cohesion in women's intercollegiate athletic	University of Houston-2000	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

teams	22				
Dimensions of spectator identification associated with women's professional basketball game attendance	University of Houston-2000 23	X			
Identity development of college women of Mexican descent	University of Houston-2000 24	X			
Risk communication: Two methods of conveying breast cancer risk to African-American women	University of Houston-2000 25	X			
Si se puede! A critical qualitative study of Mexican-American female business graduates	University of Houston-2000 26	X			
The effect of gender bias staff development on the teaching practices of five middle school teachers	University of Houston-2000 27				X
What are the perceptions, problems and concerns of female Pakistani students attending secondary level public school in the United States	University of Houston-2000 28	X			
Examining the use of cognitive reading strategies in Spanish and English by Latino 4 <sup>th</sup> grade students in a late-exit bilingual program <b>LATINO/A</b>	University of Houston-2000- 29		X		
A comparative analysis of gender differences as represented visually in school websites	University of Houston-2000 30				X
Alice doesn't work here anymore: a critical ethnography of a principal's evaluation in an independent school <sup>af</sup>	University of Houston-1999 31	X			
A qualitative investigation of the short term reentry experiences of male Indian graduate students studying in the United States	University of Houston-1999 32		X		
Gendered technologies: Gender in electronic children's literature	University of Houston-1999 33				X
Identifying factors of non-traditional female student attrition in an urban environment	University of Houston-1999 34	X			
Jean Piaget and Lev Vygotsky: A historical comparison of their early biographies <sup>am</sup>	University of Houston-1999 35		X		
Latino parents perceptions about school and home related literacy practices <b>LATINO/A</b>	University of Houston-1999 36		X		
The Cherokee National Female Seminary: Higher Education for Cherokee females in the nineteenth Century	University of Houston-1999 37	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

The influence of different aerobic exercise classes on exercise self-efficacy and perceived competence in overweight women	University of Houston-1999 38	X			
The life histories of six African American female principals	University of Houston-1999 39	X			
The local economic impact of the University of Texas Medical Branch Regional Maternal and Child Health Program	University of Houston-1999 40	X			
Lived experience and the power of relationships: an ethnographic study of female Latina graduates and dropouts in a south Texas border high school <b>LATINO/A</b>	University of Houston-1998 41	X			
John Henryism and occupational stress among African American higher education faculty <sup>am</sup> <b>BLACK MALE</b>	University of Houston-1998 42		X		
The effects of "women are scientists too" program on middle school students perceptions of scientists and their attitudes towards women in science	University of Houston-1998 43	X			
The effects of science-technology-society issue instruction on the attitudes of female middle school students towards science	University of Houston-1998 <b>44 Gender<sup>b</sup></b> 27-F 11-M 1-LGTBIQ 5-O	X			
No gender found 5/3/1010	University of Idaho-NA <b>0 Gender<sup>b</sup></b> 0-F 0-M 0-L 0-O				
Working class and working college: A case study of first generation working class, first year white male college students	University of Louisville-2002 1		X		
Community college recruitment: The effects of employment status, person characteristics and gender of the applicant	University of Louisville-2002 2				X
Custodial mother adjustment to divorce: Divorce education, family functioning, and psychological health	University of Louisville-2001 3	X			
Intergenerational comparisons of perceptions of gender roles, dating and marriage among Asian Indians living in the United States	University of Louisville-2001 4				X
Attachment styles and clinical symptoms of a	University of		X		

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

non-clinical sample of adult male sexual abuse survivors	Louisville-2000 5				
Complementarity in long term lesbian relationships and non-lesbian female friendships <b>LGTBIQ</b>	University of Louisville-2000 6			X	
Relationship between domestic violence, abuse and gender equity perceptions: A study of the Appalachian region of Kentucky	University of Louisville-2000 7				X
African American women at midlife: The dance between spirituality and life satisfaction	University of Louisville-1999 8 Gender	X			
The application of selected federal non-discrimination statutes to employees and students of religiously affiliated postsecondary educational institutions	University of Louisville-1998 <b>9 Gender<sup>b</sup></b> 2-F 2-M 1-LGTBIQ 4-O				X
Constructing the experiences of gay and lesbian high school students in Maine <b>LGTBIQ</b>	University of Maine-2005 1			X	
Girls in the woods: An exploration of the impact of a wilderness program on adolescent girls constructions of femininity	University of Maine-2005 2	X			
Crystallizing Alex: A qualitative case study of what influences one second grade teacher's literacy instruction <sup>am</sup>	University of Maine-2003 3		X		
Lessons from Ellen: A case study investigation of comprehensive strategy instruction in action <sup>af</sup>	University of Maine-2003 4	X			
Mutuality in a spiritual; group: A dialogue between Karl Barth and relational theory <sup>am</sup>	University of Maine-1999 5		X		
The balance and alteration of the negotiation power of women in divorce mediation	University of Maine-1999 6	X			
Putting our practice where our paradigms are: Women educators test their vision and voice in a summer literacy internship	University of Maine-1998 <b>7 Gender<sup>b</sup></b> 4-F 2-M 1-L 0-O	X			
The rise and fall of Black women superintendents	University of Memphis-2007 1	X			
An investigation into whether autonomy	University of	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

development is a predictor of eating attitudes in female college students	Memphis-2006 2				
Readiness to change and locus of control in female offenders	University of Memphis-2006 3	X			
Gender differences regarding vocational rehabilitation participants perceived involvement in their program and their employment outcomes	University of Memphis-2005 4				X
An analysis of the characteristics that lead to the disenfranchisement of African Males between the ages of 18 to 35 <b>BLACK MALE</b>	University of Memphis-2004 5		X		
An investigation of how African American women overcome the barriers of race, gender and class to pursue upward mobility	University of Memphis-2004 6	X			
Dietary acculturation and obesity risk in Mexican women in Memphis	University of Memphis-2004 7	X			
Perspective transformation among mainland Chinese fathers interacting with the American K-12 educational system	University of Memphis-2004 8		X		
The effects of the options program on the attitudes of ninth grade females towards mathematics	University of Memphis-2004 9	X			
An analysis of the perceptions of administrators in single sex elementary schools towards including character education in the curriculum	University of Memphis-2003 10				X
Masculinities constructed and represented in literature textbooks in grades seven thru twelve	University of Memphis-2003 11		X		
An evaluation of an early intervention residential treatment program on recidivism rates of adolescent sexual offenders	University of Memphis-2002 12				X
Do computer attitudes vary based on gender, grade level and/or educational plan	University of Memphis-2002 13				X
The academic success of at-risk men's football and basketball players at a public university in the mid-south	University of Memphis-2002 14				
African American women and acute myocardial infarction: Symptom recognition and assessing	University of Memphis-2001 15				
A new model for explaining obesity in African American Women: A blended approach	University of Memphis-2001 16	X			
Gender and mathematics attitudes of middle school students in Arkansas	University of Memphis-2001				X



## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	17				
The preparation of undergraduate social work students in same faith based institutions for professional practice with gay and lesbian persons: A qualitative study <b>LGTBIQ</b>	University of Memphis-2001 18			X	
Coping strategies in adult survivors of sexual abuse	University of Memphis-1998 <b>19 Gender<sup>b</sup></b> 8-F 4-M 1-LGTBIQ 6-O				
No gender found 3/9/2010	University of Mississippi-Main-NA <b>0 Gender<sup>b</sup></b> 0-F 0-M 0-LGTBIQ 0-O				
Designed for failure: An analysis of African American male students perception of the failure of traditional school structures to successfully educate them <b>BLACK MALE</b>	University of Missouri-Kansas City-2007 <b>1 Gender<sup>b</sup></b> 0-F 1-M 0-L 0-O		X		
Attitudes of diverse women superintendents toward nine tenets of effective leadership	University of Nevada Las Vegas-2007 1	X			
Science education for girls: A partnership between Girl Scouts and NASA	University of Nevada-Las Vegas-2006 2	X			
Critical analysis of university conduct codes as a mechanism for remedying student's sexual misbehavior	University of Nevada-Las Vegas-2004 3				X
Written retellings of narrative and expository texts: A case study of elementary primary grade delayed male readers	University of Nevada-Las Vegas-2000 4		X		
Implementation of least restrictive endorsement (LRE) in Nevada rural schools according to the	University of Nevada-Las				

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Rachel L. standard <sup>af</sup>	Vegas-1998 <b>5 Gender<sup>b</sup></b> 2-F 2-M 0-L 1-O				
African-American women administrators as chief administrative officers of selected colleges and universities: A qualitative study	University of Nevada-Reno-1998 <b>1 Gender<sup>b</sup></b> 1-F 0-M 0-LGTBIQ 0-O	X			
No gender found 3/9/1010	University of New Orleans-NA <b>0 Gender<sup>b</sup></b> 0-F 0-M 0-L 0-O				
An investigation into the behavior of high school leaders: Gender and its relationship to leader orientations to persons and systems	University of N.Carolina – Greensboro-2006 1				X
Social reconstruction of African American males at an urban middle school <b>BLACK MALE</b>	University of N.Carolina – Greensboro-2006 2		X		
Through their eyes: A look at the achievement and success of selected African American male youths <b>BLACK MALE</b>	University of N.Carolina – Greensboro-2006 3		X		
Tomorrow's leaders: Traversing the barriers that lead to under representation of African-American women in school leadership roles	University of N.Carolina-Greensboro-2005 4	X			
Finding the self who leads: From one woman's perspective	University of N.Carolina – Greensboro-2004 5	X			
An investigation into understanding how work requirements of principals effect their quality of life: A case study of five women principals in the Piedmont of North Carolina	University of N.Carolina – Greensboro-2002 6	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Elizabeth B. Williams: Portrait of a rural missionary educator <sup>af</sup>	University of N.Carolina – Greensboro-2000 7	X			
What African American mothers want for their children: Interpretive traditions and economic conditions	University of N.Carolina – Greensboro-2000 <b>8 Gender<sup>b</sup></b> 5-F 2-M 0-LGTBIQ 1-O	X			
Ogimah Ikwe: Native females and their paths to leadership <sup>af</sup>	University of N. Dakota-2006 1	X			
The impact of Tourette's syndrome on families: Perceptions of fathers, mothers and children with Tourette's syndrome	University of N. Dakota-2004 2				X
Age, sex and socioeconomic status: Related factors for motivations to exercise	University of N. Dakota-2003 3				X
Career paths and mobility issues of women administrators in North Dakota public schools	University of N. Dakota-2002 4	X			
A deafening silence: Various school systems reactions to student sexual victimization	University of N. Dakota-2001 <b>5 Gender<sup>b</sup></b> 2-F 0-M 0-LGTBIQ 3-O				X
An analysis of changes in perceptions of certified athletic trainers from 1996-2006 on the women in Athletic Training Survey	University of N. Texas-2007 1	X			
The relationship between maternal stress and mother's perceptions of their preschool children's social behaviors: Across cultural study of immigrant Korean mothers in the United States and Korean mothers in Korea	University of N. Texas-2007 2	X			
The representation of Hispanic females in gifted and talented and Advanced Placement programs in a selected north central Texas public high school	University of N. Texas-2007 3	X			
An analysis of the perception of the degree of compliance of selected Texas public high schools with <u>Title IX</u> of the Education Amendments of 1972 <b>TITLE IX</b>	University of N. Texas-2005 4				X

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

The impact of Kolot's Rosh Hodesh: It's a girl thing	University of N. Texas-2005 5	X			
Contributions of W.A. Criswell to the establishment and development of the Criswell college <sup>am</sup>	University of N. Texas-2004 6		X		
Texas public school principals application of procedures in identification and prevention of sexual harassment	University of N. Texas-2002 7				X
Leadership frames of female presidents of American Research Universities	University of N. Texas-2002 8	X			
A study of freshmen interest groups and leadership practices at Texas Women's University	University of N. Texas-2001 9	X			
The message and ministry of Howard G. Hendricks in Christian higher education <sup>am</sup>	University of N. Texas-2000 10		X		
Virginia Carter Smith: Her career and contributions to advancement in higher education <sup>af</sup>	University of N. Texas-2000 11	X			
Women in higher education administration: An analysis for 1983-1998	University of N. Texas-1998 <b>12 Gender<sup>b</sup></b> 8-F 2-M 0-L 2-O	X			
Career development patterns of Cheyenne/Arapaho women in rural Oklahoma	University of Oklahoma Norman-1998 <b>1 Gender<sup>b</sup></b> 1-F 0-M 0-LGTBIQ 0-O	X			
The post <u>Title IX</u> generation: Perceptions and experiences of gender equity among new university faculty <b>TITLE IX</b>	University of Oregon-2004 1				X
Women in the Oregon superintendency	University of Oregon-2004 2	X			
Living la vida loca: How the life experiences of seven young Mexican women impacted their decision to drop out of high school, graduate and or pursue higher education	University of Oregon-2004 3	X			
Women and educational access: A case study of	University of	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

one community college	Oregon-2002 <b>4 Gender<sup>b</sup></b> 3-F 0-M 0-LGTBIQ 1-O				
Female superintendents in Mississippi, Alabama, and Florida: Personal and professional characteristics	University of Southern Mississippi-2005 1				
In their own voices: The impact of the <u>feminist</u> movement in adult education <b>FEMINIST</b>	University of Southern Mississippi-2005 2				X
The scientific habit of mind: Ellen H. Richards and the adult education movement <sup>af</sup>	University of Southern Mississippi-2002 <b>3 Gender<sup>b</sup></b> 2-F 0-M 0-LGTBIQ 1-O	X			
Where's the principal? An interpretive career biography of retired female secondary school principals	University of Texas-El Paso-2005 1	X			
An examination of the graduation rates of the Division I African American male basketball student-athlete <b>BLACK MALE</b>	University of Texas-El Paso-2004 2		X		
Portraits of Hispanic females who have returned to complete their high school diplomas after dropping out	University of Texas-El Paso-2002 3	X			
Career pathways and perceived barriers of women superintendents	University of Texas-El Paso-2001 <b>4 Gender<sup>b</sup></b> 3-F 1-M 0-LGTBIQ 0-O	X			
No gender found 3/9/1010	University of Toledo-NA <b>0 Gender<sup>b</sup></b> 0-F 0-M				

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	0-LGTBIQ 0-O				
No gender found 3/9/1010	University of Vermont & State Agricultural-NA <b>0 Gender<sup>b</sup></b> 0-F 0-M 0-LGTBIQ 0-O				
An adult religious learning perspective: A case study of the sermons and works of Apostle Boyd. K. Packer <sup>am</sup>	University of Wyoming-2001 <b>1 Gender<sup>b</sup></b> 0-F 1-M 0-LGTBIQ 0-O				
Faculty notions regarding caring in male nursing students	Utah State-2006 <b>1 Gender<sup>b</sup></b> 0-F 1-M 0-LGTBIQ 0-O		X		
Transtheoretical model and psychological skills training: application and implications with elite female athletes	West Virginia University-2006 1	X			
Effectiveness of daily step count goals on mood states of middle-aged women: A multiple treatment single-subject study design	West Virginia University-2004 2	X			
Heritage to legacy: A content analysis of the Coretta Scott King award-winning picture books from 1976-2004 <sup>af</sup>	West Virginia University-2004 3	X			
Surrogate mothers use of online messaging: A study of social support	West Virginia University-2004 4	X			
The journey is the destination: A study of the professional career development of Dr. Dorothy June Skeel, 1932-1997. An exemplary teacher educator <sup>af</sup>	West Virginia University-2003 5	X			
Women's general and oral health topics in associate/certificate, baccalaureate, and master's degree dental hygiene curricula	West Virginia University-2002 6	X			
Meaning of technology: A theology of technique in Jacques Ellul <sup>am</sup>	West Virginia University-2002 7		X		
Cross cultural gender dynamics in classroom interaction: The adult ESOL classroom	West Virginia University-2001				X

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	8				
The effect of role, age, gender and years of experience upon the perceived importance of clinical teacher behavior categories in athletic training education	West Virginia University-2001 9				X
The present status of geography education in boy's intermediate schools of Riyadh, Saudi Arabia	West Virginia University-2001 10		X		
Breastfeeding personal efficacy beliefs of women university students	West Virginia University-2000 11	X			
"I'm right there": Central Appalachian women in public school leadership	West Virginia University-2000 12	X			
The effects of social support on men's exercise related cardiovascular reactivity	West Virginia University-2000 13		X		
A study of job satisfaction of female administrators in the National Education Association and its affiliates	West Virginia University-1998 14	X			
Identification of content, priority and methods of instructional delivery for a women's health component in an internal medicine residency program: A modified Delphi study	West Virginia University-1998 15	X			
"The thing you least hear about in the dorm" Cultural themes or academic activity in a women's residence hall at a public comprehensive university	West Virginia University-1998 16	X			
The relationship between gender and math achievement levels among fourth, fifth and sixth grade students	West Virginia University-1998 17				X
The relationship between gender, faculty development and class size and sense of efficacy of college mathematics teachers	West Virginia University-1998 <b>18 Gender</b> 11-F 3-M 0-L 4-O				X
Role that professional positioning and professional socialization play in the career paths of African American women superintendents	Western Michigan University-2003 1	X			
The impact of values and gender on advising satisfaction and persistence of African Americans at predominantly white universities	Western Michigan University-2001 2				X
Attitudes and perceptions of Michigan school administrators towards female administrators	Western Michigan University-2000	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	3				
Research into the relationships among multicultural training, racial and gender identity attitudes and multicultural competencies for counselors	Western Michigan University-2000 4				X
A sense of entitlement to self in relationships: An elaboration of attachment and feminist object relations theory <b>FEMINIST</b>	Western Michigan University-1998 <b>5 Gender<sup>b</sup></b> 2-F 0-M 0-LGTBIQ 3-0				X
No gender found 3/9/1010	Wichita State U- NA <b>0 Gender<sup>b</sup></b> 0-F 0-M 0-LGTBIQ 0-O				



## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

<i><b>Dissertation Title</b></i>	<i><b>RUVH- Institution</b></i>	<i><b>F</b></i>	<i><b>M</b></i>	<i><b>L</b></i>	<i><b>O</b></i>
A feeling of belonging: Impacts of gay-straight alliances on high school students <b>LGTBIQ FULL TEXT</b>	Arizona State-Tempe-2007 1			X	
Latino community college transfer students in engineering: Transition experiences and academic success at a large research university <b>LATINO/A</b>	Arizona State-Tempe-2007 2		X		
African American women leaders in predominately Caucasian schools	Arizona State-Tempe-2006 3	X			
A heuristic inquiry of three Navajo women in educational leadership	Arizona State-Tempe-2006 4	X			
Successful Latino students: A study of five Mexican American families <b>LATINO/A</b>	Arizona State-Tempe-2006 5		X		
A case study of an effective and successful women superintendent	Arizona State-Tempe-2005 6	X			
The English legacy of Joseph Lancaster to the Mexican philosophy of education <sup>am</sup>	Arizona State-Tempe-2005 7		X		
Efficacy of student-related sexual harassment policy of a large urban school district in the Southwest	Arizona State-Tempe-2005 8				X
Four successful Apache women living in a postmodern era	Arizona State-Tempe-2005 9	X			
Mentoring Hispanic women: Mentors and mentees perceptions of selected aspects of a formal mentoring program	Arizona State-Tempe-2005 10	X			
A female Hispanic school leaders experience in an Native American community a heuristic inquiry	Arizona State-Tempe-2004 11	X			
African American women in public school administration: A heuristic inquiry	Arizona State-Tempe-2004 12	X			
Gender by ethnic equity issues as they pertain to success in science education	Arizona State-Tempe-2004 13				X
The personal and academic success of African American males with specific learning disabilities <b>BLACK MALE</b>	Arizona State-Tempe-2004 14		X		
“Women hold up half the sky” Is principal selection based on gender and leadership style	Arizona State-Tempe-2004 15	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Gender construction: Definitions of masculinity and the influence of texts	Arizona State-Tempe-2003 16		X		
A prominent walk: Portraiture of three Mexican American women	Arizona State-Tempe-2002 17	X			
Profiles of Black Latinos in the academe: The identity dilemma and the perception of self <b>LATINO/A</b>	Arizona State-Tempe-2002 18		X		
The Latino/a faculty: A perilous journey to the ivory tower in higher education <b>LATINO/A</b>	Arizona State-Tempe-2002 19	X			
Responsiveness of five economically disadvantaged minority females to traditional and hands on teaching practices in math and science	Arizona State-Tempe-2002 20	X			
Chronically truant female middle school students, victimization and the influence of social control	Arizona State-Tempe-2001 21	X			
Portraits of four female delinquents in a juvenile correctional institutions	Arizona State-Tempe-2001 22	X			
Educating Mrs.Cran: A portraiture of the educational experiences of the alingual child <sup>af</sup>	Arizona State-Tempe-2001 23	X			
The way out: African American male student athletes in higher education <b>BLACK MALE</b>	Arizona State-Tempe-2001 24		X		
Shaping scholars: The learning and living experiences of women doctoral students	Arizona State-Tempe-1999 25	X			
Factors which influence second level female administrators in Arizona to apply for superintendencies	Arizona State-Tempe-1998 26	X			
The impact of home environment of Black males not pursuing higher education between 18-22 <b>BLACK MALE</b>	Arizona State-Tempe-1998 27		X		
Voice of spirit: The world view of urban Dine women and it's role in learning	Arizona State-Tempe-1998 <b>28 Gender <sup>b</sup></b> 17-F 8-M 1-LGTBIQ 2-O	X			
Organizational commitment of senior women administrators	Florida State-2007 1	X			
Out of the closet and onto Fraternity Row: An ethnographic study of heterosexism and	Florida State-2006			X	

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

homophobia in a college fraternity community <b>LGTBIQ</b>	2				
Perceptions of career advancement factors held by Black student affairs administrators: A gender comparison	Florida State - 2006 3				X
A critical examination of Milton Bradley's contribution to kindergarten and art education in the context of his time <sup>am</sup>	Florida State- 2005 4		X		
The organizational culture of women's colleges: A multiple case study	Florida State- 2001 5	X			
Leaders among women: An exploratory study of the impact of sorority membership on women's leadership development	Florida State- 1999 6	X			
A study of female leadership techniques in public school administration	Florida State- 1998 <b>7 Gender<sup>b</sup></b> 4-F 1-M 1-LGTBIQ 1-O	X			
An empirical investigation of student sexual harassment attitudes in relation to implementation of sexual harassment policy	Kansas State 2003 1				X
A study of knowledge acquisition by high school students as a result of sexual harassment prevention training	Kansas State 1999 2				X
A case study of the development and implementation of a modified integrated thematic instructional model for sexual harassment prevention	Kansas State 1998 <b>3 Gender<sup>b</sup></b> 0-F 0-M 0-LGTBIQ 3-O				X
The boarding school legacy: Ten contemporary Lakota women tell their stories	Montana State- 2007 1	X			
Barriers to women in educational leadership roles in Montana	Montana State- 2004 2	X			
Montana Boys State and Montana Girls State: Political socialization of the adolescents in transition to adulthood in the context of family, school and community	Montana State- 2004 3				X
Experiences of women over 70 years of age learning computer skills	Montana State- 2003 4	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Concept attainment: A case study comparing a child profiled with Asperger syndrome and his fifth grade classmates	Montana State-2003 5		X		
Perceptions of Native American women in college of the impact of the teachers attitudes and the classroom environment on their K-12 learning	Montana State-1999 <b>6 Gender<sup>b</sup></b> 4-F 1-M 0-L 1-O	X			
Cyber connections across age and gender differences: How communication technologies enhance social communication in learning communities in online college courses	North Carolina State-Raleigh-2006 1				X
Graduate education experiences and career paths of women faculty in higher education administration	North Carolina State-Raleigh-2006 2	X			
Educational experiences of first generation women community college students of non-traditional age	North Carolina State-Raleigh-2005 3	X			
Henry Leveke Kamphoefner, the modernist, dean of North Carolina State University School of Design, 1948-1972 <sup>am</sup>	North Carolina State-Raleigh-2005 4				
Decision-making, gender and field of academic major choice	North Carolina State-Raleigh-2004 5				X
Differences in work ethic among jobseekers grouped by employment status and age and gender	North Carolina State-Raleigh-2004 6				X
Older re-entry community college women: Their start, delay, choice and experiences	North Carolina State-Raleigh-2004 7	X			
The life changes that adult daughters go through when they become primary caregivers to parents with Alzheimer's disease	North Carolina State-Raleigh -2004 8	X			
A qualitative study of resilience among African-American adolescent male students in North Carolina <b>BLACK MALE</b>	North Carolina State-Raleigh-2003 9		X		
Ascension to the presidency: A descriptive study of female presidents in the North Carolina	North Carolina State-Raleigh-	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

community college system	2003 10				
Choices and circumstances: North Carolina women not pursuing the public school superintendency	North Carolina State-Raleigh - 2003 11	X			
Female community college presidents' career development processes: A qualitative analysis	North Carolina State-Raleigh- 2003 12	X			
The infant feeding decision: A survey of limited-resource women in North Carolina	North Carolina State-Raleigh - 2003 13	X			
Women who lead at a state education agency: Five lives	North Carolina State-Raleigh- 2003 14	X			
Community college persistence: A comparative study of non-traditional age white female students female students of color	North Carolina State-Raleigh- 2002 15	X			
Life history narratives of three elderly African American women residing independently	North Carolina State-Raleigh - 2002 16	X			
The career experiences and perceptions of Black female community college faculty: A qualitative study	North Carolina State-Raleigh- 2002 17	X			
Perceived barriers of women to careers in rural law enforcement in North Carolina	North Carolina State-Raleigh - 2001 18	X			
Booker T. Washington's Tuskegee curriculum: Community based adult education for adults in rural Alabama <sup>am</sup>	North Carolina State-Raleigh - 2001 19		X		
Academic pioneers: An investigation into the pathways women have taken to the presidency of higher education institution in the Raleigh-Durham metropolitan region of North Carolina	North Carolina State-Raleigh- 2000 20	X			
An assessment of educational and personal needs of adult women students: Undergraduate and Graduate	North Carolina State-Raleigh- 2000 21				
A sociological multiple life history study of three female former community college presidents in a	North Carolina State-Raleigh -	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

southeastern system	2000 22				
The effect of learning style, major, and gender on learning computer-aided drawing in an introductory engineering/technical graphics course	North Carolina State-Raleigh-2000 23				X
The North Carolina Community College Leadership Program: Impact on career achievement as perceived by women presidents	North Carolina State-Raleigh - 2000 24	X			
Female presidents of selected independent colleges: Career paths, profiles and experiences	North Carolina State-Raleigh - 2000 25	X			
The status of tenured female faculty compared to tenured male faculty	North Carolina State-Raleigh-2000 26	X			
Career paths of women administrators in the California and North Carolina community college systems	North Carolina State-Raleigh - 1999 27	X			
Listen to my words, give meaning to my sorrow: A study in perspective transformation in middle aged women who experience loss of spouse	North Carolina State-Raleigh-1999 28	X			
An examination of gender balance and other associated characteristics in the administrative ranks of North Carolina community colleges <b>M v F LEADER</b>	North Carolina State-Raleigh-1999 29				X
Sexual harassment in the University of North Carolina system: Policies, programs and practices	North Carolina State-Raleigh-1999 30				X
Employment experiences of women with mental retardation: A qualitative study	North Carolina State-Raleigh - 1998 31	X			
Empowering women leaders in higher education	North Carolina State-Raleigh-1998 32	X			
Female community college presidents: Career paths, experiences and expectations of the presidency	North Carolina State-Raleigh-1998 <b>33 Gender<sup>b</sup></b> 24-F 3-M	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	0-LGTBIQ 6-O				
Forging their way: The experience of single fathers on a community college campus	Oregon State U- 2005 1		X		
Testimonio: Ne'ahtove-Listen to me. Voices from the edge: Educational Stories of Northern Cheyenne women	Oregon State U- 2005 2	X			
The interrelationship between being lesbian and its impact on community college leadership <b>LGTBIQ</b>	Oregon State U- 2005 3			X	
The lived experience of women student mentors	Oregon State U- 2005 4	X			
An exploration with older women about their career decisions-making	Oregon State U- 2003 5	X			
Out from the shadows: Conversations with women who teach part-time in community colleges	Oregon State U- 2002 6	X			
Coming to college via welfare reform: An exploration of expectations and experience of women in Washington's WorkFirst Program	Oregon State U- 2001 7	X			
Social and learning strategies male community college students use to maximize learning from cooperative work experience	Oregon State U- 2001 8		X		
Perceptions of an African American woman chief executive officer in a community college setting	Oregon State U- 2001 <b>9 Gender<sup>b</sup></b> 6-F 2-M 1-LGTBIQ 0-O	X			
Gay men at midlife and adult learning. An uneasy truce with heteronormativity <b>LGTBIQ</b>	Pennsylvania State-2007 1		X		
Learning and constructing meaning: Adults volunteering in the Boy Scouts	Pennsylvania State -2007 2		X		
African American women in a predominately Caucasian female profession: Learning paths to positions of prominence	Pennsylvania State-1999 3	X			
Factors which distinguish successful and marginal fraternities at three small private colleges	Pennsylvania State-1998 4		X		
Menopause: Perceptions and meanings of lived experience of the Agikuya post-menopausal women of Kenya	Pennsylvania State-1998	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	<b>5 Gender<sup>b</sup></b> 2-F 3-M 0-LGTBIQ 0-O				
An analysis of sexual harassment policies and procedures in Pennsylvania community colleges	Rutgers-New Brunswick-1999				X
William Bartram and the romance of learning: A study in eighteenth century American education	Rutgers-New Brunswick-2001		X		
Gender and personality variables effecting sex differences in health and health –related behaviors	Rutgers-New Brunswick-2002				X
Body image attitudes and disordered eating behaviors among Black-American women: the influence of Black identity, family environment, socioeconomic status, self esteem and body mass index	Rutgers-New Brunswick-2000	X			
Coping strategies: Adjustment, and persistence among Black men attending predominately White colleges and universities <b>BLACK MALES</b>	Rutgers-New Brunswick-2004		X		
Ernest A. Rogers: A life dedicated to civic education and student participation in the democratic process	Rutgers-New Brunswick-2003	X			
“Cast down your buckets...”Booker T. Washington and the American creed	Rutgers-New Brunswick-1998		X		
College women’s ego identity status in relation to perceived parenting style and college experience	Rutgers-New Brunswick-2003	X			
The educational theory of Carol Gilligan: A Deweyan perspective	Rutgers-New Brunswick-2000	X			
Popular education: Adult education for Latina’s women empowerment <b>LATINO/A</b>	Rutgers-New Brunswick-2005	X			
Gender roles and racial identity attitudes as predictors of cultural values of Black college students at a predominately White University	Rutgers-New Brunswick-1998				X
An analysis of attachment, social support and static variables as predictors of risk of recidivism among male offenders in a halfway house	Rutgers-New Brunswick-2000		X		
The construction of justice in Aiskhylo’s “Oresteia” and Plato’s “Republic”	Rutgers-New Brunswick-1999		X		
Ideology and practice: The case of sexuality education in New Jersey	Rutgers-New Brunswick-2001				X
Dewey and Vygotsky: A comparison of their views on social constructivism in education	Rutgers-New Brunswick-2003		X		
Virginia Woolf’s theory of education	Rutgers-New Brunswick-1999	X			
Touch and the development of body image disturbances among female college students	Rutgers-New Brunswick-1999	X			



## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Influences on how readers respond: An analysis of nationality, gender, text, teacher and mode of response in four secondary school literature classrooms in the Netherlands and the United States	Rutgers-New Brunswick-2002				X
Enhancing reading instruction: Results of a fluency intervention model on the performance and self perceptions of fourth grade male readers	Rutgers-New Brunswick-2004		X		
Muslim women reflecting on American education: Exploring the question of educational identity	Rutgers-New Brunswick-2004	X			
The experience of women college presidents: An oral history	Rutgers-New Brunswick-2003	X			
Leadership development in women: A case study of a leadership program at a women's college	Rutgers-New Brunswick-1999	X			
Volunteer leaders: Learning and development in the League of Women Voters	Rutgers-New Brunswick-2002	X			
First grade African American girls' play patterns	Rutgers-New Brunswick-1999	X			
Gender and level of acculturation as predictors of attitudes towards seeking professional psychological help and attitudes toward Indians and Pakistanis in America	Rutgers-New Brunswick-2000				X
Stereotype threat and women's math performance; the possible mediating factors of test anxiety, test motivation and self-efficacy	Rutgers-New Brunswick-2005	X			
Male gender role strain, coping and college adjustment	Rutgers-New Brunswick-2005		X		
Racial and gender equity in high school Navy Junior ROTC units	Rutgers-New Brunswick-2004				X
Factors that influence Black professional women's participation in continuing professional education	Rutgers-New Brunswick-2000	X			
Client sexual orientation and mental health assessment	Rutgers-New Brunswick-2004			X	
An analysis of the pedagogy of Robert B. Davis: young children working on the tower of Hanoi problem	Rutgers-New Brunswick-		X		
"And thus to raise my race" the early writings of W.E. B. Dubois (1886-1903)	Rutgers-New Brunswick-32 Gender 14-F 10-M 1-LGTBIQ 7-O		X		
Feminist popular education in Latin American: A case study on the political empowerment of women in the Dominican republic	SUNY-Albany-1999 <i>1 Gender<sup>b</sup></i>	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

FEMINIST	1-F 0-M 0-LGTBIQ 0-O				
A case study of gender in high school student government leadership and a test of Rotter's and Bandura's theories of social learning <sup>am</sup>	SUNY-Buffalo-1999 <b><i>1 Gender<sup>b</sup></i></b> 0-F 0-M 0-LGTBIQ 1-O				X
The courage of our passion: Examining the personal costs negotiated by the African American women executive educational leaders in urban contexts	Texas A & M-2007 1	X			
The relationship between small learning communities and student performance as identified by the academic excellence indicator system at Robert E. Lee high school in North East Independent School District, San Antonio, Texas <sup>am</sup>	Texas A & M 2007 2		X		
Middle class African American Mothers perceptions of white teachers interactions with their African American children in predominately white suburban junior high schools	Texas A & M-2006 3	X			
The effect of "Capturing kids hearts" staff development program in fostering positive teacher-student relationships at Jane Long Middle School in Bryan ISD <sup>af</sup>	Texas A & M 2004 4	X			
Factors influencing career decisions to pursue the position of superintendent as identified by Hispanic and Anglo female administrators in the Texas public schools	Texas A & M 2002 5	X			
An analysis of the Sam Houston State University Educator Preparation Program and effect on graduate's perceptions of preparedness to teach <sup>am</sup>	Texas A & M 2001 6		X		
Critical race theory on the African American women principal: Alternative portrayals of effective leadership practice in urban schools	Texas A & M-2001 7	X			
The impart of relational demography on important work-related outcomes in the NCAA women's teams Head coach-Assistant coach dyad	Texas A & M-2001 8	X			
The women in the principal's office: A naturalistic study of the induction year	Texas A & M-2000 9	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

The short-term influence of a single session of aerobic exercise on plasma lipids and lipoproteins in postmenopausal women with high or normal	Texas A & M-1999 10	X			
The actual and ideal public relations role of the public school superintendent as perceived by Texas male and female superintendents: A record of study <b>M v F LEADER</b>	Texas A & M-1998 <b>11 Gender<sup>b</sup></b> 8-F 2-M 0-LGTBIQ 1-O				X
Factors that foster academic resilience in African American male middle school students from low socioeconomic single parent homes <b>BLACK MALE</b>	U Alabama Birmingham-1999 1		X		
Five public school principals perceptions of student to student sexual harassment	U Alabama Birmingham-1999 <b>2 Gender<sup>b</sup></b> 0-F 1-M 0-LGTBIQ 1-O				X
A phenomenological case study of Tohono Oodham women's perceptions of leadership	University of Arizona-2007 1	X			
Comparing expectations of Mexican immigrant mothers and school staff for student success	University of Arizona -2006 2	X			
Educational leadership for school change: Stories by six Latino elementary school principals <b>LATINO/A</b>	University of Arizona-2004 3		X		
Robert D. Morrow: A case study of leadership in changing times <sup>am</sup>	University of Arizona-2001 <b>4 Gender<sup>b</sup></b> 2-F 1-M 0-LGTBIQ 1-O		X		
Schools as resilient organizations: Supporting the mathematical resilience of Latino eight graders	University of California-Berkeley-2007 1		X		

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Effective library education for the inner city African-American male: Key elements of a technology based program <b>BLACK MALE</b>	University of California-Berkeley-2005 2		X		
The gender regime and it's impact on student's academic performance: An ethnographic study at a co-educational Catholic High School	University of California-Berkeley-2001 <b>3 Gender<sup>b</sup></b> 0-F 2-M 0-LGTBIQ 1-O				X
Factors that contribute towards and or impede Hmong women from obtaining a higher education degree	University of California-Davis-2007 1	X			
Effect of Hispanic national origin on salary differential for male elementary school principals: A structural analysis to explore the existence of implications	University of California-Davis-2006 2		X		
Successful African-American women: Influence of personal, family, community and school factors in overcoming "at risk" situations such as severe poverty, racism, welfare dependency, teen motherhood, and hostile school and community environments	University of California-Davis-2005 3	X			
The relationship of stress and gender of university academic deans to the development of minor and major illness one year or most post appointment	University of California-Davis-2004 4				X
Latinos and access to higher education: Factors that prevent pursuit of a college degree in California rural San Joaquin Valley <b>LATINO/A</b>	University of California-Davis-2002 <b>5 Gender</b> 2-F 2-M 0-LGTBIQ 1-O		X		
Influence of gender identity, families, peers, and schools on academic success among high school boys IRVINE & UCLA	University of California-LA & Irvine-2007 1				X
Meaning to read or reading for meaning: Promoting reading comprehension proficiency of Latino English learners IRVINE <b>LATINO/A</b>	University of California-LA & Irvine -2007 2		X		
Raising the curtain on theatre arts for Latinos: Finding voice, cultural capital, literacy, and ethnic	University of California-LA &		X		

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

identity in high school arts theatre classes IRVINE <b>LATINO/A</b>	Irvine-2007 3				
Sally can skip but Jerome can't stomp: Perceptions practice and school punishment IRVINE & UCLA <sup>ab</sup>	University of California-LA & Irvine-2007 4				X
Technology and equity: Explaining differences between elementary teachers use of computers in low-income Latino and middle class-schools IRVINE & UCLA <b>LATINO/A</b>	University of California-LA & Irvine-2007 5		X		
Capturing the stories of non-college preparatory Latina/o high school graduates :reclaiming their stake in education and their dreams UCLA <b>LATINO/A</b>	University of California-LA & Irvine-2007 6				X
Gay straight alliances in high schools: A case study of four urban, public schools UCLA <b>LGTBIQ</b> <b>FULL TEXT</b>	University of California-LA & Irvine-2006 7			X	
Mi fuerza/my strength: The academic and personal experiences of Chicana/Latina transfer students in math and science IRVINE & UCLA <b>LATINO/A</b>	University of California-LA & Irvine-2006 8	X			
The development of social competence within various classrooms of girls with emotional/behavioral disorders IRVINE & UCLA	University of California-LA & Irvine-2006 9	X			
The road less traveled: Latino students and the impact of studying abroad UCLA <b>LATINO/A</b>	University of California-LA & Irvine-2006 10		X		
Identifying characteristics of successful schools in Latino communities IRVINE <b>LATINO/A</b>	University of California-LA & Irvine-2004 11		X		
Mothers Instilling Literacy in Kids (M.I.L.K. <sup>TM</sup> ): A program evaluation IRVINE &UCLA	University of California-LA & Irvine-2004 12	X			
Finding their way: Experiences of first-generation Latina graduates UCLA <b>LATINO/A</b>	University of California-LA & Irvine-2004 13	X			
Lending a helping hand: Mentoring tomorrow's Latina and Latino leaders into the 21 <sup>st</sup> century UCLA <b>LATINO/A</b>	University of California-LA & Irvine-2004 14				X

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

The effects of mother's participation in a preschool family IRVINE	University of California-LA & Irvine-2004 15	X			
Understanding homework: Latino parent's perceptions UCLA <b>LATINO/A</b>	University of California-LA & Irvine-2002 16		X		
Fourth and fifth grade Latino students perceptions of a student at a university: An examination of children's drawings and their relationship to participation in an after school club with university mentors IRVINE <b>LATINO</b>	University of California-LA & Irvine-2001 17		X		
College immigrant students: How undocumented female Mexican immigrant students transition into higher education UCLA	University of California-LA & Irvine-2001 18	X			
Female science faculty in liberal arts colleges and research universities: A case study of building careers UCLA	University of California-LA & Irvine-2001 19	X			
Portals in the glass ceiling: The role of surreptitious knowledge in the leadership advancement of high potential middle management women UCLA	University of California-LA & Irvine-2001 20	X			
An after school program for at-risk African American boys UCLA <b>BLACK MALE</b>	University of California-LA & Irvine-2000 21		X		
The development of a leadership program for female college students UCLA	University of California-LA & Irvine-2000 22	X			
Effects of extending mathematics instruction through a Saturday academy to limited English proficient Latino students in low performing schools IRVINE <b>LATINO/A</b>	University of California-LA & Irvine-1999 23		X		
Building bridges: Latino immigrant parents explore the home schooling relationship UCLA <b>LATINO/A</b>	University of California-LA & Irvine-1999 24		X		
Engendering student success: A study of Long Beach City College EOP & S students UCLA	University of California-LA & Irvine-1999 25				X
Gender rules: Boys and puberty vs schools and	University of				X

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

policy UCLA	California-LA & Irvine-1999 26				
Math enrichment to prepare Latino high school students for university level mathematics UCLA <b>LATINO/A</b>	University of California-LA & Irvine-1999 27		X		
Multimedia computer learning: An examination of gender differences in computer learning behaviors at the elementary grade level	University of California-LA & Irvine-1999 28				X
A case study in compliance: A practical application of the Chanda Smith consent decree UCLA <sup>af</sup>	University of California-LA & Irvine-1998 29	X			
A comparison of girls' attitudes towards mathematics in single-sex and coeducational independent schools UCLA	University of California-LA & Irvine-1998 30	X			
Pathways to the California community college presidency for African-American women UCLA	University of California-LA & Irvine-1998 <b>31 Gender <sup>b</sup></b> 12-F 11-M 1-L 7-O	X			
Brother where art thou? An examination of the under representation of African American male educators <b>BLACK MALE</b>	University of Cincinnati-2006 1		X		
The experiences of low income women enrolled in a GED program	University of Cincinnati-2006 2	X			
Where do we go from here? Understanding the impact of racism and its influence on African American male superintendents <b>BLACK MALE</b>	University of Cincinnati-2006 3		X		
Conversations beyond the text: the influence of gender and social class on literature circle conversations	University of Cincinnati-2005 4				X
Doing science: Lessons learned from the oral histories of women scientists	University of Cincinnati-2005 4	X			
The effect of gender match on beginning teacher mentoring processes and outcomes	University of Cincinnati-2005 6				X
Understanding the needs of rural women with low	University of	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

income: An ecological analysis	Cincinnati-2005 7				
An exploration of body image and sexual self image of six women with Multiple Sclerosis	University of Cincinnati-2004 8	X			
Effective women principals: Transformational leadership in urban settings	University of Cincinnati-2004 9	X			
Living poverty as a girl: Identity and critical literacy between social classes	University of Cincinnati-2004 10	X			
The glass ceiling as a mirror: how do women secondary principles support school improvement	University of Cincinnati-2004 11	X			
Voices long silent were invited to speak: A study of science anxiety in female biology students at a two year branch campus	University of Cincinnati-2004 12	X			
Cultural difference in body image: the perspectives of European American, African American and Asian college women	University of Cincinnati-2003 13	X			
Factors that impede the success of adolescent girls	University of Cincinnati-2003 14	X			
Navigating the four-dimensional space of higher education: Storied narratives of women full professors as scholars and leaders in educational administration	University of Cincinnati-2003 15	X			
Racial identity attitudes, occupational stress, and mentoring for African American women.	University of Cincinnati-2003 16	X			
The relationship between self-esteem and traditionality of career choice among eighth grade girls	University of Cincinnati-2003 17	X			
Treatment providers perceptions of effective interventions with juvenile sex offenders	University of Cincinnati-2003 18				X
Women's experience of binge eating disorder	University of Cincinnati-2003 19	X			
Culture and social expectations in the literary interpretation of three Hispanic women	University of Cincinnati-2002 20	X			
Gender and agency practices in a second language	University of Cincinnati-2002 21				X
Investigation of long term symptoms associated with childhood sexual abuse from the perspectives of mental health professionals	University of Cincinnati-2002 22				X



## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

working in the field					
Papa Mamadou: the social construction of identity and power in the workplace <sup>am</sup>	University of Cincinnati-2002 23		X		
Student's perceptions of factors affecting L2 writing. Japanese women's cultural identity issues	University of Cincinnati-2002 24				
The acquisition of academic self-sufficiency beliefs of adolescent girls with respect to mathematics and English: A socio-cultural view	University of Cincinnati-2002 25	X			
Write me: A participatory action research project with urban Appalachian girls	University of Cincinnati-2002 26	X			
The co-morbidity of substance abuse and mental illness diagnosis among delinquent male youth, its correlates and the interventions that are typically employed	University of Cincinnati-2001 27		X		
A case study of an effective substance abuse prevention program for adolescent males with emotional behavioral disorders	University of Cincinnati-2001 28		X		
Coping styles of women experiencing infertility	University of Cincinnati-2001 29	X			
The influence of upwardly mobile African American women's racial identity development on anticipated satisfaction of counseling services	University of Cincinnati-2001 30	X			
A study of classroom communication interactions of a five year old profoundly deaf male	University of Cincinnati-2000 31		X		
An examination of the design, implementation and evaluation of distance education courses at Raymond Walters College <sup>am</sup>	University of Cincinnati-2000 32		X		
Interaction discourse used in book reading by urban Appalachian mothers and their preschool children	University of Cincinnati-2000 33	X			
From welfare to work for African-American women	University of Cincinnati-2000 34	X			
The effect of child gender on maternal scaffolding during joint book reading	University of Cincinnati-2000 35				X
A comparative study of addicted African American males in two drug court programs <b>BLACK MALE</b>	University of Cincinnati-1999 36		X		
A descriptive study of the process that occurs when adolescent African American males are engaged in the study of multiethnic literature <b>BLACK MALE</b>	University of Cincinnati-1999 37		X		

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

The game of life: A naturalistic study of communication patterns of a young boy with obsessive compulsive disorder, his family and a friend	University of Cincinnati-1999 38		X		
The transformational leadership and educational philosophic legacy of Malcolm X <sup>am</sup>	University of Cincinnati-1999 39		X		
African-American women in school psychology: The sociological framework of Black feminist thought and development of role in practice <b>FEMINIST</b>	University of Cincinnati-1998 40	X			
Against the odds: The educational experiences and coping strategies of female students in rural Ethiopia	University of Cincinnati-1998 41	X			
A woman leads us: Leadership for reform in vocational education	University of Cincinnati-1998 42	X			
Mother's perceptions of children's early educational experiences :A comparison of children with and without disabilities	University of Cincinnati-1998 43	X			
Program evaluation of group treatment of sexually abused children	University of Cincinnati-1998 44				X
Resilience and agency : A case study of a cohort of older post-baccalaureate women in an teacher education program	University of Cincinnati-1998 45	X			
The effects of socialization on African-American women's decision to pursue a doctoral degree	University of Cincinnati-1998 46	X			
The portrayal of women on social studies and history textbooks used in Botswana	University of Cincinnati-1998 47	X			
The relationship between father and father figures, the level of criminality, response to residential treatment, and other measures of adjustment in adolescent male offenders	University of Cincinnati-1998 48		X		
The rhetoric and ideology of multicultural education :Responses to Arthur M. Schlesinger, Jr. <sup>am</sup>	University of Cincinnati-1998 49		X		
Urban Appalachian women: Changing the barriers of oppression through re-entry education	University of Cincinnati-1998 50	X			
Women in science: What keeps them interested?	University of Cincinnati-1998 51	X			
Women's perceptions of alcoholism treatment experiences in federally subsidized residential programs	University of Cincinnati-1998 <b>52 Gender<sup>b</sup></b>	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	32-F 13-M 0-LGTBIQ 7-O				
-0- gender found 6/15/2010	University of Connecticut <b>0 Gender<sup>b</sup></b> 0-F 0-M 0-LGTBIQ 0-O			N A	
A review of Rowan University's William G. Rohrer College of Business academic review process <sup>am</sup>	University of Delaware-2007 1		X		
Designing performance objectives to improve English language proficiency: Conceptualizing a call-integrated listening curriculum at Delaware Technical and Community College, Jack F. Owens Campus <sup>am</sup>	University of Delaware-2007 2		X		
High risk drinking among female athletes at the University of Delaware: Reducing risk through intervention	University of Delaware-2007 3	X			
Implementing Universal Design for Instruction (UDI) principles to maximize learning for students with disabilities at the Jack F. Owens campus of Delaware Technical and Community College <sup>am</sup>	University of Delaware-2007 4		X		
The development of an associate degree in entrepreneurship at Delaware Technical and Community College Jack F. Owens Campus Business Administration Technology <sup>am</sup>	University of Delaware-2007 5		X		
The non-graduation of seniors at William Penn High School <sup>am</sup>	University of Delaware-2007 6		X		
Academic integrity's impact on via the use of an honor code at St. Thomas More Academy <sup>am</sup>	University of Delaware-2005 7		X		
A program audit of the John S. Charlton Program in Delaware for students with autism and mental disabilities <sup>am</sup>	University of Delaware-2005 8		X		
Improving writing instruction at Lulu Ross Elementary, Milford School District <sup>af</sup>	University of Delaware -2004 9	X			
Integrating genetics content in nursing education at Delaware Technical and Community College Jack F. Owens Campus <sup>am</sup>	University of Delaware -2004 10		X		
Life in the blue room: A study of the Severely At-Risk program at Caesar Rodney High School <sup>am</sup>	University of Delaware -2003		X		

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	11				
Coming to voice: Discourses identities and achievement among women of color in the community of college	University of Delaware -1998 12	X			
Teams on paper: <u>Title IX</u> compliance in the Maryland Junior College Athletic Conference <b>TITLE IX</b>	University of Delaware-1998 <b>13 Gender<sup>b</sup></b> 3-F 9-M 0-LGTBIQ 1-O				X
The mentoring experience for women leaders in Florida's community colleges	University of Florida-2003 1	X			
Incident rates of sexual harassment of female instructional staff members in the Florida community college system	University of Florida-1999 <b>2 Gender<sup>b</sup></b> 2-F 0-M 0-LGTBIQ 0-O	X			
Learning and schooling experiences of Black, deaf and hard-of-hearing adult male learners: A narrative analysis <b>BLACK MALE</b>	University of Georgia -2003 1		X		
The role of pop culture in the self development of midlife women	University of Georgia-2003 2	X			
Comparing theories and practices of Tyler and Dewey with expert and effective teaching today am	University of Georgia -2003 3		X		
Negotiating <u>feminist</u> interests in elementary and secondary schools <b>FEMINIST</b>	University of Georgia -2002 4	X			
The silent voices of those who care: Cultural learning of older, Black women caregivers of Alzheimers family members	University of Georgia-2002 5	X			
Marion Jennings Rice, philosophy and praxis: the professional biography of a Georgia educator <sup>af</sup>	University of Georgia-2001 6	X			
How can I make it here: The adaptation to rural American life by Lao refugee women	University of Georgia-2000 7	X			
Influence of gender and power relationships among human resource development managers	University of Georgia -2000 8				X
Playing the hand you are dealt: An investigator of	University of	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

the classroom encounters of professional Black women and the strategies they used to ensure a successful academic experience	Georgia-2000 9				
Portraits of young women becoming teachers	University of Georgia-2000 10	X			
Urban cowgirls: How lesbians learn to negotiate the heterosexism of corporate American <b>LGTBIQ</b>	University of Georgia-2000 11			X	
A case study of introductory courses in twelve women's studies programs in the Southeast United States	University of Georgia-1999 12	X			
An investigation of the learning styles of ninth grade public school students: Black and white, male and female, general level and gifted, magnet	University of Georgia-1999 13				X
The nature of career development for women who telecommute	University of Georgia-1999 14	X			
<u>Title IX</u> compliance and Georgia high school athletic programs <b>TITLE IX</b>	University of Georgia-1999 15				X
Weathered by their experiences: Black women returning to RN completion programs	University of Georgia-1999 16	X			
Living outside the circle: the politics of HIV/AIDS education and the disenfranchisement of HIV-negative gay men <b>LGTBIQ</b>	University of Georgia-1999 17			X	
Two male early childhood teachers perspectives on their occupational specialty and caring: A cross-national ethnographic case study	University of Georgia-1998 18		X		
Women high school band directors in Georgia	University of Georgia-1998 <b>19 Gender<sup>b</sup></b> 11-F 3-M 2-LGTBIQ 3-O	X			
A comparative study of the impact on academic and psychosocial development of eighth-grade students involved in single-gender versus co-educational classroom settings	University of Kansas-2006 1				X
Relationship between training approaches and resident assistant's acceptance of rape myths, and empathy towards rape victims and perpetrators	University of Kansas -2005 2				X
Effects of nutrition education and body image	University of	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

curriculum for female college students on improved body image and self esteem	Kansas-2005 3				
College choice for women returning to higher education	University of Kansas -2004 4	X			
Educational administration doctoral recipients in the State of Kansas and their pursuit of the superintendency: A study of gender differences	University of Kansas-2004 5				X
Am empirical investigation of students sexual harassment attitudes in relation to implementation of sexual harassment policy	University of Kansas-2003 6				X
Kansas city school districts awareness and action pertaining to peer sexual harassment	University of Kansas -2001 7				X
Maternal attitudes and practices of discipline	University of Kansas-2001 8	X			
The effect of a principal's belief systems on his or her evaluation of individual teachers	University of Kansas-2000 9				X
The difference in physical fitness levels of fifth graders according to socioeconomic groups and gender	University of Kansas-1998 <b>10 Gender<sup>b</sup></b> 3-F 0-M 0-LGTBIQ 7-O				X
Equal education for girls of Ghana: Analysis of representations of women in social studies textbooks and curriculum	University of Kentucky-2007 1	X			
Not for them: Women and the public school superintendency	University of Kentucky-2007 2	X			
Smoking behaviors of rural adolescent and older women during pregnancy	University of Kentucky-2007 3	X			
Impact of two nutrition interventions on dietary outcomes of female collegiate athletes	University of Kentucky -2006 4	X			
The influences of adolescent literature on young women's gender identity development	University of Kentucky-2006 5	X			
Agents of change: An examination of graduates at Paul Laurence Dunbar High School and the fight for equality from 1940-1954 <sup>am</sup>	University of Kentucky -2005 6		X		
The efficacy of three interventions for increasing mammography utilization	University of Kentucky-2005 7	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Barriers to women in the superintendency in Kentucky	University of Kentucky-2004 8	X			
Readiness for physical activity among eastern Kentucky older women with cardiovascular disease risk	University of Kentucky -2004 9	X			
An interpretive case study of a person centered model of instruction: An application of Carl Rogers learning theory in a web-based course <sup>am</sup>	University of Kentucky -2004 10		X		
A comparative study of the perceived experience of black male student athletes attending a historically Black university compared to those attending a predominately white university <b>BLACK MALE</b>	University of Kentucky-2003 11		X		
Gender equity in the classroom: A constant need to be reminded	University of Kentucky-2003 12				X
The relationship between excessive exercise and reasons for exercising: A comparison between female and male cardiorespiratory and weight trainers	University of Kentucky-2002 13	X			
Dreams fulfilled and dreams denied: the ironies and paradoxes of being a student under the Anderson Mayer State Aide Act, 1936-1950 <sup>am</sup>	University of Kentucky-2001 14		X		
Gender role characteristics of National Collegiate Athletic Association Division I female athletes and their coaches	University of Kentucky-2000 15	X			
The effects of three months of high intensity strength training on neuromuscular performance to older men and women	University of Kentucky-2000 16	X			
The experiences of older women with fibromyalgia in a mindfulness-based stress reduction and relaxation program: A qualitative study	University of Kentucky-2000 17	X			
Biodynamic parameters related to gait between young and elderly females	University of Kentucky-2000 18	X			
Lawrence Kohlberg and the dialectic or moral education <sup>am</sup>	University of Kentucky-2000 19		X		
Questions of equity: Kentucky authentic assessment reading and mathematics results compared by sex and location	University of Kentucky -1999 20				X
Hemodynamic responses to Stroop and cold pressor stress following 30 minutes of submaximal cycling exercise in normotensive males and females	University of Kentucky -1999 21				X
Voices from the past: The educational aspirations	University of	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

and role identities of white Kentucky farm women 1920-1940	Kentucky-1999 22				
Daring compassion: A case study of culturally responsive pedagogy on a women's college campus	University of Kentucky-1998 23	X			
"That's not who I am": Contested definitions of single motherhood	University of Kentucky -1998 24	X			
The biomechanical effects of acute fatigue to the lower extremity in female Kentucky high school cheerleaders	University of Kentucky -1998 <b>25 Gender<sup>b</sup></b> 17-F 5-M 0-LGTBIQ 3-O	X			
A narrative analysis of four African American women's work experiences across four diverse fields and meaning constructed at the intersection of race and gender	University of Maryland-2007 1	X			
Exploring the relationship between personal motivation, persistence, and resilience and their effects on academic achievement among different groups of African-American males in high school <b>BLACK MALE</b>	University of Maryland -2005 2		X		
An inquiry into the leadership orientations of selected women school superintendents	University of Maryland -1998 <b>3 Gender<sup>b</sup></b> 2-F 1-M 0-LGTBIQ 0-O	X			
Pathways to success in science: A phenomenological study examining the life experiences of African American women in higher education	University of Massachusetts-Amherst-2007 1	X			
"Ms. Cowey, I have a text to world connection." Gabriell, first grade: Critical intertextuality in a multicultural first grade classroom <sup>af</sup>	University of Massachusetts-Amherst-2007 2	X			
Navigating bridges and barriers: A case study of the James Baldwin Scholars program <sup>am</sup>	University of Massachusetts-Amherst-2007 3		X		
Perspectives on learning in the women's economic and empowerment literacy program in Nepal	University of Massachusetts-Amherst-2007 4	X			



## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Recruiting teachers of color: College age Latino/a students share their voices and recommendations for educator preparation programs <b>LATINO/A</b>	University of Massachusetts-Amherst -2007 5				X
Sisters in the struggle: Individual and institutionalized factors effecting the persistence of black female doctoral students at United States predominately white institutions	University of Massachusetts-Amherst-2007 6	X			
Tibetan women and higher educational experience: An exploratory study	University of Massachusetts-Amherst -2007 7	X			
Unexpected transitions moving beyond barriers: Successful strategies of female technology education leaders	University of Massachusetts-Amherst-2007 8	X			
Women's ways of drinking: College women, high risk alcohol use and related consequences	University of Massachusetts-Amherst-2007 9	X			
Voices of rural women in Nepal: Impact of literacy on the lives of women	University of Massachusetts-Amherst -2006 10	X			
Strangers in good company: The accuracy of student's perception of peer attitudes towards gays, lesbians and bisexuals <b>LGTBIQ</b>	University of Massachusetts-Amherst -2006 11			X	
A comparison of boys and girls diagnosed with oppositional defiant disorder in a public school counseling program	University of Massachusetts-Amherst -2005 12				X
Representin' for Latino students: Culturally responsive pedagogies, teacher identities, and the preparation of teachers for urban schools <b>LATINO/A</b>	University of Massachusetts-Amherst -2005 13		X		
The psychodynamics of white racism: an historical exploration of white racial pathology as elicited by prizefighters Jack Johnson and Mohammed Ali <sup>am</sup>	University of Massachusetts-Amherst -2005 14		X		
Literacy and numeracy practices of market women of Quetzaltenango, Guatemala	University of Massachusetts-Amherst -2005 15	X			
Math stories: Troublesome relationships. A study of the importance of relationships on women's achievement in math at a rural community college	University of Massachusetts-Amherst -2005 16	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Meiji maiden: Umeko Ysuda and the founding of higher education for women in Japan <sup>af</sup>	University of Massachusetts-Amherst -2005 17	X			
Prepared for complexity: Multicultural women teaching English as a second language	University of Massachusetts-Amherst -2005 18	X			
Teachers who are mothers: Perceptions of concurrent career and parenthood roles	University of Massachusetts-Amherst-2005 19	X			
The influence of mentoring in dyadic relationships on the leadership development of women college presidents	University of Massachusetts-Amherst-2005 20	X			
The intergenerational transmission of educational values from working class mothers to their adolescent daughters in two western Massachusetts mill towns	University of Massachusetts-Amherst-2005 21	X			
Voices from the field: Auxiliary nurse-midwives in Nepal	University of Massachusetts-Amherst-2004 22	X			
Listening to the voices of inner city, low income, 12 <sup>th</sup> grade, Black males: A phenomenological study if their educational experiences <b>BLACK MALE</b>	University of Massachusetts-Amherst-2004 23		X		
Problems and possibilities: The complexities of accessing higher education for Puerto Rican women in the United States	University of Massachusetts-Amherst-2004 24	X			
Boy, walk with a purpose: a postmodern study of the conversation between the discourses of secondary English education	University of Massachusetts-Amherst-2003 25		X		
Off that spectrum entirely: A study of female-bodied transgendered-identified individuals <b>LGTBIQ</b>	University of Massachusetts-Amherst-2003 26			X	
Quantitative evaluation of gender differences, cognitive development differences and software effectiveness for an elementary mathematics intelligent tutoring system	University of Massachusetts-Amherst-2003 27				X
Sudanese refugee women becoming activists: The role of popular education	University of Massachusetts-Amherst-2003 28	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

The adoptive parenting process: A study of the experiences of parents who adopt infant girls from China	University of Massachusetts-Amherst-2003 29	X			
The journey of Latinas in undergraduate schools of nursing: Roadblocks and bridges <b>LATINO/A</b>	University of Massachusetts-Amherst-2003 30	X			
Assessing changes in bystander intervention: the impact of an undergraduate educational program on peer sexual harassment	University of Massachusetts-Amherst-2002 31				X
Making science accessible through collaborative science teacher action research on feminist pedagogy <b>FEMINIST</b>	University of Massachusetts-Amherst-2002 32				X
Contributions of friendship: The variability in the experiences of early adolescents with opposite-sex friendships	University of Massachusetts-Amherst-2002 33				X
Neonatal behavior and maternal representations over the first month postpartum: A short-term longitudinal study with Puerto Rican infants and their mothers	University of Massachusetts-Amherst-2002 34	X			
Perceptions of Black male students and their parents about the academic achievement gap between Black and white students at the elementary school level	University of Massachusetts-Amherst-2002 35		X		
Unheard voices: Toward a therapy of liberation. Six low income Puerto Rican migrant women tell their stories	University of Massachusetts-Amherst-2002 36	X			
The natural context of mother-toddler play interactions in a rural Nepali community	University of Massachusetts-Amherst-2002 37	X			
Women of color staking a claim for cyber domain: Unpacking the racial/gender gap in science, mathematics, engineering and technology (SMET)	University of Massachusetts-Amherst-2002 38	X			
College persistence among TANF single female parents :An exploratory study	University of Massachusetts-Amherst-2001 39	X			
Vietnamese young women from the third wave of immigration: Their struggle for higher education	University of Massachusetts-Amherst-2001 40	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Freedom teachers: Northern White women teaching in southern Black communities, 1860's and 1960's	University of Massachusetts-Amherst-2001 41	X			
"I am the seed in a watermelon": Exploring metaphors about education, welfare reform, and women's lives	University of Massachusetts-Amherst-2001 42	X			
The contextual process of identity: A cultural study of sexual identity change as experienced by American- educated college students studying sexuality in the Netherlands	University of Massachusetts-Amherst-2001 43				X
The sista network as the new underground railroad: African American women faculty successfully negotiating the road to tenure	University of Massachusetts-Amherst-2001 44	X			
A description of gay/straight alliances in the public schools of Massachusetts <b>LGTBIQ</b> <b>FULL TEXT</b>	University of Massachusetts-Amherst-2000 45				X
Adult literacy clients as authors: A feminist poststructuralist perspective <b>FEMINIST</b>	University of Massachusetts-Amherst-2000 46	X			
Teacher-child interaction in the pre-school context: Gender equity in context	University of Massachusetts-Amherst-2000 47				X
Women in the non-profit sector: Leadership for social change	University of Massachusetts-Amherst-2000 48	X			
Mid-level African American women administrators in higher education institutions: Struggles and strategies	University of Massachusetts-Amherst-2000 49	X			
Teaching gender: A qualitative study of how gender appears in the thinking of four elementary school teachers	University of Massachusetts-Amherst-2000 50				X
Bilingualism, gender and friendship: Constructing second language learners in a mainstream kindergarten	University of Massachusetts-Amherst-1999 51				X
Identity gender and class: Contributions from Abhidhamma for self and social transformation with a case study of a women' housing collective in Namibia	University of Massachusetts-Amherst-1999 52	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

The FotoDialogo Method: Using pictures and storytelling to promote dialogue and self discovery among Latinas within a community based organization in Massachusetts <b>LATINO/A</b>	University of Massachusetts-Amherst-1999 53	X			
Latina Girls of Puerto Rican origin who Are successful in science and mathematics high school courses <b>LATINO/A</b>	University of Massachusetts-Amherst-1999 54	X			
Perceptions of young African American males about rap music and its impact on their attitudes about women <b>BLACK MALE</b>	University of Massachusetts-Amherst-1999 55		X		
A multicultural organization development examination of school based change strategies to address needs of gay youth <b>LGTBIQ</b>	University of Massachusetts-Amherst -1998 56			X	
Computer shop girls: An ethnographic study of gendering positionings in a vocational high school	University of Massachusetts-Amherst -1998 57	X			
Constructing ritual space for displaced teen voices: A study of power and pedagogy using theatre and interactive television with adolescent young women	University of Massachusetts-Amherst-1998 58	X			
Coping with war-enforced separation: A pilot study on the account of wives of Puerto Rican civilian soldiers	University of Massachusetts-Amherst -1998 59	X			
A study of expectant mother's knowledge choice and practice of infant feeding	University of Massachusetts-Amherst-1998 60	X			
Developmental challenges and barriers: How senior executive women cope with difficult situations in their careers	University of Massachusetts-Amherst -1998 61	X			
Empowerment, literacy and community organization: A case study of self-help womens' groups in rural Nepal	University of Massachusetts-Amherst -1998 62	X			
Macro micro linkages in Caribbean Community development: The impact of global trends , state policies and a non-formal education project on rural women in St. Vincent (1974-1994) <sup>ab</sup>	University of Massachusetts-Amherst-1998 63	X			
Taking care: Women high school teachers at midlife and midcareer	University of Massachusetts-	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	Amherst-1998 64				
The cultural context of parenting and infant with developmental disabilities: Irish mother's perspective	University of Massachusetts-Amherst -1998 65	X			
The experiences of Puerto Rico female students in United States public secondary schools	University of Massachusetts-Amherst -1998 66	X			
The incarcerated male adolescents' view of the meaning of his experience: A phenomenological study	University of Massachusetts-Amherst -1998 67		X		
Witness to war: the war stories of women Vietnam veterans	University of Massachusetts-Amherst -1998 <b>68 Gender<sup>b</sup></b> 46-F 8-M 3-LGTBIQ 11-O	X			
Re-Sallying Quids: Resilience of queer youth in school <b>LGTBIQ</b>	University of Michigan -2001 1			X	
The history of the Henry Ford Trade School, 1919to 1952 <sup>am</sup>	University of Michigan -2001 <b>2 Gender<sup>b</sup></b> 0-F 1-M 1-LGTBIQ 0-O		X		
Small rural Missouri public school female superintendent career stories: An exploration of guiding compasses	University of Missouri-Columbia -2006 1	X			
A survey of elementary teacher attitudes: perceptions and knowledge of African American male language usage in fourth grade classrooms <b>BLACK MALE</b>	University of Missouri-Columbia -2005 2		X		
Gender employment equity power status among Missouri superintendents of public schools	University of Missouri-Columbia-2002 3				X
Administrator gender differences in conflict management style and the relationship to school culture	University of Missouri-Columbia-2002				X

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	4				
Learning style characteristics of the online student: A study of learning styles, learner engagement and gender	University of Missouri-Columbia-2002 5				X
A profile of women superintendents and women aspiring to the superintendency in the State of Missouri	University of Missouri-Columbia -2001 6	X			
A comparison of the perceptions of entrepreneurial traits by program and gender among secondary, at-risk, vocational, and college-preparatory students	University of Missouri-Columbia-2000 7				X
Teacher perception of male and female principal communication styles	University of Missouri-Columbia-2000 8				X
The influence of gender and professional orientation of the elementary principal on school culture and student success	University of Missouri-Columbia-2000 <b>9 Gender<sup>b</sup></b> 2-F 1-M 0-LGTBIQ 6-O				X
Athletic gender equity policy: The potential for United States <u>Title IX</u> directives in Canadian universities <b>TITLE IX</b>	University of Nebraska-2006 1				X
An examination of the relationship between the frequency of assessment methods used by Nebraska middle school science teachers and teachers' gender, membership on an interdisciplinary team, size of school, training in assessment and years of teaching experience	University of Nebraska-2005 2				X
Exploring female K-12 administrators experiences with horizontal violence: A multiple case study	University of Nebraska-2004 3	X			
Factors that influence Omaha public schools African-American and Caucasian males decisions to become educators <b>BLACK MALES</b>	University of Nebraska-2003 4		X		
A case study of the informal literacy development of a rural Midwestern adolescent male	University of Nebraska-2002 5		X		
Eight-at-risk high school girls and the teachers they view as influential: A multiple case study	University of Nebraska 2002	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	6				
Gender differences in partner interactions during an after-school science peer tutoring program	University of Nebraska-2000 7				
Women in the high school principalship: A multicase study	University of Nebraska-2001 8	X			
Institutional type and the mentoring of women in higher education administration	University of Nebraska-2000 9	X			
It's all about the girls: The essence of the single-sex school	University of Nebraska-1999 <b>10 Gender<sup>b</sup></b> 5-F 2-M 0-LGTBIQ 3-O	X			
Attending college after 30: Experiences as female adult students	University of New Mexico-2007 1	X			
Reflections on the development of learning community among a group of traditional immigrant Latinas <b>LATINO/A</b>	University of New Mexico-2005 2	X			
Adolescent pregnancy: Strategies to encourage delay of parenthood among adolescents	University of New Mexico-2000 3	X			
Toward a greater understanding of the social support needs of non-traditional female students attending a community college	University of New Mexico-2000 4	X			
Identification of successful interventions and characteristics contributing to the prevention of nonconsensual sex	University of New Mexico-1999 <b>5 Gender<sup>b</sup></b> 4-F 0-M 0-LGTBIQ 1-O				X
An archival test of the efficacy of James Comer's school development plan: a comparative study based on Seymour Sarason's failure of School reform descriptors <sup>am</sup>	University of N. Carolina-Chapel Hill-2007 1		X		
Black female school superintendents and resiliency self perceptions of gender and race related constraints from a resilient reintegration	University of N. Carolina-Chapel Hill-2007	X			



## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

perspective	2				
Teacher predictions of student achievement based on student gender, ethnicity, and socioeconomic status in high school mathematics	University of N. Carolina-Chapel Hill-2007 3				X
How teachers in a resiliency building school promote resiliency within African American male students <b>BLACK MALE</b>	University of N. Carolina-Chapel Hill-2006 4		X		
Latino/a students knowledge about American citizenship, citizenship education and relevant socio cultural factors <b>LATINO/A</b>	University of N. Carolina-Chapel Hill-2006 5				X
Activism for LGTB rights: How participation affects the lives of activist educators <b>LGTBIQ</b>	University of N. Carolina-Chapel Hill-2005 6			X	
A multi-year study of the impact of retention on elementary African American males achievement in math and reading in one North Carolina School District <b>BLACK MALE</b>	University of N. Carolina-Chapel Hill-2005 7		X		
Site-based voices: Dilemmas of educators who engage in activism against student to student sexual harassment	University of N. Carolina-Chapel Hill-2005 8				X
Female community college presidents' perception of effective leadership: Leadership practices and behaviors	University of N. Carolina-Chapel Hill-2004 9	X			
Leadership-skilled women teachers who choose the classroom over administration: A case of career choice or career constraint	University of N. Carolina-Chapel Hill-2003 10	X			
Quiet activists: Women in educational administration	University of N. Carolina-Chapel Hill-2003 11	X			
The schooling experiences of Latina immigrant high school students <b>LATINO/A</b>	University of N. Carolina-Chapel Hill-2003 12	X			
North Carolina women superintendents and the boards that select them	University of N. Carolina-Chapel Hill-2001 <b>13 Gender<sup>b</sup></b> 6-F 3-M	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	1-LGTBIQ 3-O				
Mentoring relationships and the career advancement of African American female administrators in higher education: Exploring intersections of race and gender	University of Pittsburgh-2007 1	X			
Women and politics: A study of women trained in a political leadership setting	University of Pittsburgh-2007 2	X			
Supervisory practices of three female principals in the era of No Child Left Behind	University of Pittsburgh-2005 3	X			
African American female school principal's leadership stories: Toward a substantive grounded theory inquiry	University of Pittsburgh-2004 4	X			
Financial aide packaging and undergraduate enrollment at a women's college	University of Pittsburgh-2004 5	X			
An examination of reading interactions between mothers and daughters in grades four through six	University of Pittsburgh-2003 6	X			
An exploration of the differences in female and male self perception of presidential leadership styles at colleges and universities in West Virginia <b>M v F LEADER</b>	University of Pittsburgh-2003 7				X
The influence of the cultural and linguistic orientations of Omani female college students on their response to literature	University of Pittsburgh-2003 8	X			
The rise of Robert Morris from a junior college to a graduate institutions, 1967-1989: The Sewall years <sup>am</sup>	University of Pittsburgh-2003 9				
A descriptive analysis of female English language teachers attitudes towards the story-based approach to grammar teaching in foreign language learning in Saudi Arabian secondary schools and their attitudes towards their leadership roles in curriculum change	University of Pittsburgh-2002 10	X			
Principal's and teacher's attitudes towards implementing cooperative learning methods at girls' private middle schools in Jeddah, Saudi Arabia	University of Pittsburgh-2002 11	X			
A qualitative study of Saudi female twelfth grad student's and teachers' perceptions of motivating influences upon the student's academic achievement	University of Pittsburgh-2001 12	X			
Factors that support Arab Muslim women in their career roles	University of Pittsburgh-2001	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	13				
Socialization at two Black women's universities: Bennett College and Spelman College	University of Pittsburgh-2001 14	X			
The leadership development of women at three liberal arts colleges	University of Pittsburgh-2001 15	X			
A clash of rights on campus: Preventing and responding to the sexual harassment of students and protecting constitutional rights in the higher education environment	University of Pittsburgh-2000 16				X
Social capital: The link that bridges risk to resilience in primary grade African American males	University of Pittsburgh-2000 17		X		
<u>Title IX</u> intent vs action: Compliance and equity in Allegheny public schools <b>TITLE IX</b>	University of Pittsburgh-2000 18				X
A comparison of student development outcomes among male revenue athletes, non-revenue athletes, and club sport athletes at an NCAA Division I university	University of Pittsburgh-1999 19		X		
The leadership styles and career development of ten female superintendents and assistant female superintendents in Western Pennsylvania: A qualitative study	University of Pittsburgh-1999 20	X			
African American women in higher education: Barriers African American women overcome in achieving the ultimate degree	University of Pittsburgh-1999 21	X			
Body mapping: An instructional strategy for teaching the Alexander technique to music students <sup>am</sup>	University of Pittsburgh-1999 22				
Women in collegiate sports: The struggle for equity since the 1972 <u>Title IX</u> Education Amendment <b>TITLE IX</b>	University of Pittsburgh-1998 <b>23 Gender<sup>b</sup></b> 16-F 4-M 0-LGTBIQ 3-O	X			
Music, management and magic :Virginia Uldrich and the South Carolina's Governors School for the Arts and Humanities <sup>af</sup>	University of S. Carolina-Columbia-2006 1	X			
Septima P.Clark and the citizenship schools: Implications for critical pedagogy <sup>af</sup>	University of S. Carolina-Columbia-2005 2	X			
William Van Til: the public intellectual <sup>am</sup>	University of S. Carolina-		X		

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	Columbia-2002 3				
Brick walls and broken mirrors: A case study of feminist and critical pedagogy in graduate adult education <b>FEMINIST</b>	University of S. Carolina-Columbia-2001 4	X			
Equal educational opportunity in The Gambia: A study of Gambian women's views of education and strategies used to overcome barriers to gender equity in education	University of S. Carolina-Columbia-2001 5	X			
Margaret Willis: Leading explorer of the past, pioneers of the future <sup>af</sup>	University of S. Carolina-Columbia-2001 6	X			
Working toward literacy for a new social order: Human agency and the curriculum work of Septima Poinsette Clark, 1898-1987 <sup>af</sup>	University of S. Carolina-Columbia-2001 7	X			
The history of discipline based art education in South Carolina and its impact on southern rural female middle school students	University of S. Carolina-Columbia-2000 8	X			
Navigating the mainstream: The perceptions of working class African American males of barriers to academic success in their local school cultures	University of S. Carolina-1999 9		X		
A descriptive study of non-traditional female students attending a single gender institution and a coed institution of higher education utilizing the Mattering scale <b>BLACK MALE</b>	University of S. Carolina-Columbia-1998 10	X			
Adult women in higher education: Motivation, barriers and factors of learning	University of S. Carolina-Columbia-1998 11	X			
Lou La Brant: Her legacy of learning language <sup>af</sup>	University of S. Carolina-Columbia-1998 12	X			
Public school education of gifted young women in South Carolina	University of S. Carolina-Columbia-1998 13	X			
Quilting: an autobiographical inquiry into African-American women "stitching together" the pieces to educate Black females in terms of kinship, voice and creativity	University of S. Carolina-Columbia-1998 14	X			
Robert Spence Gilchrist: A life of educational leadership <sup>am</sup>	University of S. Carolina-		X		

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	Columbia-1998 15				
The relation between the perceptions of sixth and seventh grade African American males and the perceptions of their teachers of academic ability, motivation, attitudes and efforts <b>BLACK MALE</b>	University of S. Carolina- Columbia-1998 <i><b>16 Gender<sup>b</sup></b></i> 12-F 4-M 0-LGTBIQ 0-O		X		
Factors perceived to contribute to mathematics avoidance or mathematics confidence in non-traditional age women attending a community college	University of South Florida- 2007 1	X			
School principal's knowledge and understanding of educator sexual misconduct against students	University of South Florida- 2006 2				X
Gender and generational differences in the self ratings of leadership practices by elementary school administrators within four Florida counties <b>M v F LEADER</b>	University of South Florida- 2005 3				X
The community college presidency for the 21 <sup>st</sup> century : Female leadership in higher education	University of South Florida- 2002 4	X			
The effects of socioeconomic status, gender and age on reported performance in the contemporary social roles of parent, spouse, partner and worker	University of South Florida- 2002 <i><b>5 Gender</b></i> 2-F 0-M 0-LGTBIQ 3-O				X
Female school superintendents in Tennessee: Overcoming barriers	University of Tennessee- Knoxville-2006 1	X			
Predicting the academic achievement of African American women to two predominately white women's colleges	University of Tennessee- Knoxville-2005 1	X			
No-traditional female students enrolled in developmental English courses at Roane State Community College	University of Tennessee- Knoxville-2003 3	X			
A case study exploration of the symbolic leadership of Jean Byers Sampson: Civil rights	University of Tennessee-	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

activist and educator <sup>af</sup>	Knoxville-2002 4				
Attitudes of educators/administrators towards lesbian, gay, bisexual and transgendered students <b>LGTBIQ</b>	University of Tennessee-Knoxville-2002 5			X	
A study of the novels of Harry Mayer and Norma Fox Mayer and their place in young adult literature <sup>ab</sup>	University of Tennessee-Knoxville-2001 6				X
Anticipated life paths: A study of male and female college students	University of Tennessee-Knoxville-2000 7				X
Differences in language learning strategies between male and female and also between Asian and Latino ESL students <b>LATINO/A</b>	University of Tennessee-Knoxville -2000 8				X
Sex-role stereotyping: Changes in attitudes of 3,4 and 5 year old children	University of Tennessee-Knoxville -2000 9				X
A history of the 1970 Office of Women's Programs at the University of Tennessee Knoxville: A forerunner to change	University of Tennessee-Knoxville -1999 10	X			
A post hoc study of young motherhood	University of Tennessee-Knoxville -1999 11	X			
The influence of the undergraduate chemistry department on female chemistry majors	University of Tennessee-Knoxville -1999 12	X			
Women in philanthropy: Making a difference in higher education	University of Tennessee-Knoxville-1999 13	X			
Aidan Chambers: A critical biography <sup>am</sup>	University of Tennessee-Knoxville -1998 14		X		
Sexual risk behaviors and knowledge of STD's/AIDs reported by tractor trailer drivers: A baseline for educators	University of Tennessee-Knoxville -1998 15				X
Significant leadership development experiences of five pioneering women executives in higher	University of Tennessee-	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

education	Knoxville-1998 <b>16 Gender<sup>b</sup></b> 9-F 1-M 1-LGTBIQ 5-O				
A partnership of education and entertainment: A case study of the Larry Gatlin School of Entertainment technology at Guilford Technical Community College <sup>am</sup>	University of Texas-Austin-2007 1		X		
What works: Factors influencing community college Hispanic female academic achievement and persistence to graduation	University of Texas-Austin-2007 2	X			
Ethnically diverse principals and male Hispanic superintendents' perceptions of the superintendent's leadership	University of Texas-Austin-2006 3		X		
African American male participation at Tomball college: Barriers, outreach and retention <b>BLACK MALE</b>	University of Texas-Austin-2004 4		X		
An investigation of reading without sound: A story about Michael <sup>am</sup>	University of Texas-Austin-2002 5		X		
Public school district organizational culture and decision making: An African American female perspective	University of Texas-Austin-2002 6	X			
Effects of media representation of a cultural idea of feminine beauty on self body image in college aged women: An interactive qualitative analysis	University of Texas-Austin-2001 7	X			
Mexican American college women beliefs, attitudes and practices related to weight loss	University of Texas-Austin-2000 8	X			
An exploration of physical activity in the lives of older, minority women diagnosed at risk for diabetes	University of Texas-Austin-1999 9	X			
In an exquisite voice (en una voz exquisite): A case study of one Latina community college chancellor <b>LATINO/A</b>	University of Texas-Austin-1999 10	X			
Intersection of hope: the stories of Christina and Mark and an after school tutoring intervention <sup>ab</sup>	University of Texas-Austin-				X

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	1999 11				
Learning well: the social-literacy of some incipient literate women in a Ghanaian community	University of Texas-Austin-1999 12	X			
Fluid identities, adaptable lives: the impact of educational and career experiences on the identity development of Latina corporate managers <b>LATINO/A</b>	University of Texas-Austin-1999 <b>13 Gender<sup>b</sup></b> 8-F 4-M 0-LGTBIQ 1-O	X			
A monitoring system to achieve success and increased structural diversity for students of color and women	University of Utah-2006 1	X			
Faculty notions regarding caring in male nursing students	University of Utah-2006 <b>2 Gender<sup>b</sup></b> 1-F 1-M 0-LGTBIQ 0-O		X		
Stakeholder perspectives of the impact of a none to one ubiquitous laptop environment in an independent girls school	University of Virginia-Main-2007 1	X			
Examining the relationship between maternal parenting, ethnicity and classroom behavior among children	University of Virginia-Main-2006 2	X			
Four Virginia female superintendents: Perceptions of barriers and career opportunities	University of Virginia-Main-2004 3	X			
A cross-case study of six women who experienced layoffs in the apparel industry and enrolled in retraining programs at a Southwest Virginia Community College	University of Virginia-Main-2003 4	X			
A study of the perceptions of teen mothers following their participation in a teen mother program	University of Virginia-Main-2002 5	X			
Academic performance of students in single sex and coed classes in one public middle school	University of Virginia-Main-2001 6				X



## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Mother child interactions and learning to read	University of Virginia-Main-2001 7	X			
Virginia male public school superintendent's attitudes towards the rights and roles of women in contemporary society	University of Virginia-Main-2001 <b>8 Gender<sup>b</sup></b> 6-F 0-M 0-L 2-O				X
Latina/os constructing educational leadership: Cultivating the fields of leadership <b>LATINO/A</b>	University of Washington-Seattle-2007 1				X
Influencing children's gendered play preferences through play interventions	University of Washington-2001 2				X
Comparative study of professional development proposed by Buddha and John Dewey <sup>am</sup>	University of Washington-Seattle-1998 <b>3 Gender<sup>b</sup></b> 0-F 1-M 0-LGTBIQ 2-O		X		
The effects of single sex and coeducational environments on the self-efficacy of middle school girls	Virginia Polytechnic & State U-2006 1	X			
<u>Title IX</u> compliance in Virginia high schools <b>TITLE IX</b>	Virginia Polytechnic & State U-2006 2				X
Women in high school principalships: A comparison of four case studies from a Virginia public school district from 1979-2000	Virginia Polytechnic & State U-2004 3	X			
Challenges of studying attributes associated with African American males who are not successful with testing measures <b>BLACK MALE</b>	Virginia Polytechnic & State U-2002 4		X		
Math attitudes of gifted students: A focus on gifted girls in the elementary grades	Virginia Polytechnic & State U-2002 5	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Effects of educational kinesiology, previous performance, gender and socioeconomic status on phonological awareness literacy screening scores of kindergarten students	Virginia Polytechnic & State U-2001 6				X
Mothers' perceptions of the transition process from early intervention to early childhood special education: Related stressors, supports, and coping skills	Virginia Polytechnic & State U-2001 7	X			
Charlotte Mason: An introductory analysis of her educational theories and practices <sup>af</sup>	Virginia Polytechnic & State U-2000 8	X			
Non-verbal behaviors of effective teachers of at-risk African American male middle school students <b>BLACK MALE</b>	Virginia Polytechnic & State U-2000 9		X		
A qualitative study of female superintendents: Leadership behaviors in context	Virginia Polytechnic & State U-1999 10	X			
A case study of the implementation of Ernest Boyer's basic school framework in an elementary school <sup>am</sup>	Virginia Polytechnic & State U-1998 11		X		
Experiences of African American women in doctoral programs	Virginia Polytechnic & State U-1998 12	X			
Handbooks as a format for learning: Understanding handbooks through a systematic analysis of handbooks of minister's wives	Virginia Polytechnic & State U-1998 13	X			
Increasing stages of social activism and responsiveness to the national agenda: How women experience membership in branches of the American Association of University Women	Virginia Polytechnic & State U-1998 14	X			
The development of a professional identity of women who attain the superintendency	Virginia Polytechnic & State U-1998 15	X			
The whole world was their classroom: The contributions of Harry and Bonoro Overstreet to the field of adult education <sup>ab</sup>	Virginia Polytechnic & State U-1998 <b>16 Gender<sup>b</sup></b> 10-F 3-M 0-LGTBIQ 3-O				X

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Latinas aspiring to the superintendency	Washington State-2007 1	X			
Lesbian, gay, bisexual, and transgender equity issues: A study of preservice teacher's perceptions of current practices in teacher education	Washington State-2002 2			X	
The impact of youth centered groups on the self-efficacy of gay and lesbian youth	Washington State-2000 <b>3 Gender<sup>b</sup></b> 1-F 0-M 2-L 0-O			X	
Elementary teachers perceptions of the relevance of John Dewey's philosophy of experiential learning in the twenty first century <sup>am</sup>	Wayne State U - 2007 1		X		
Case studies of transactions between boys' lived experiences and art	Wayne State U- 2006 2		X		
A qualitative study on the role of African American fathers and their influence on their child's early literacy development <b>BLACK MALE</b>	Wayne State U - 2005 3		X		
Predictors of female urban university students intent to persist through graduation	Wayne State U - 2002 4				
A study of principals' perceptions and knowledge of sexual harassment in schools	Wayne State U - 2001 5				X
Perceptions of high school females regarding sexual harassment in public schools: Implications for curriculum reform	Wayne State U - 1999 6	X			
An examination of the use of values to suggest a blending and measuring of the philosophies of John Dewey and Frederick Taylor in a collegiate business curriculum <sup>am</sup>	Wayne State U - 1999 7		X		
Perceptions of job satisfaction among African American women faculty at two Carnegie 1 research institutions	Wayne State U - 1999 8	X			
The perception of faculty with regard to the understanding and involvement in enrollment management at Henry Ford community college <sup>am</sup>	Wayne State U - 1999 9		X		
Women middle managers: Barriers and facilitators influencing career management	Wayne State U - 1999 10	X			
Gender equity, women's demystification and Islam: a symbolic interactionist perspective	Wayne State U - 1998	X			

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	11				
Gender related perceptions of parental treatment of Arabic speaking fifth grade urban students	Wayne State U - 1998 <i>12 Gender<sup>b</sup></i> 5-F 5-M 0-LGTBIQ 2-O				X

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

### Appendix J. Institutional Gender focus with %, totals & Carnegie type

<i><b>Institution</b></i>		<i><b>% Gender focus</b></i>	<i><b>Gender</b></i>	<i><b>Total Ed.D</b></i>	<i><b>Carnegie type</b></i>
1	University of Oregon	57.1	4	7	RUH
2	Pennsylvania State University	28.8	5	21	RUVH
3	Ohio University	23.0	3	13	RUH
4	University of Cincinnati	18.4	52	282	RUVH
5	University of Massachusetts-Amherst	18.0	68	377	RUVH
6	Georgia Southern University	16.4	24	146	DRU
7	University of Kentucky	16.4	25	152	RUVH
8	Texas Women's University	14.3	2	14	DRU
9	University of South Carolina	14.3	16	112	RUVH
10	University of Massachusetts-Boston	14.2	12	85	DRU
11	University of Texas Austin	13.7	13	95	RUVH
12	University of North Carolina- Chapel Hill	13.4	13	97	RUVH
13	University of California-Berkeley	13.0	3	23	RUVH
14	Northern Illinois University	12.7	77	607	RUH
15	University of Maine	12.7	7	55	RUH
16	SUNY-Binghamton	12.5	5	40	RUH
17	University of Akron	12.5	8	64	RUH
18	Indiana University of Pennsylvania	12.4	12	97	DRU
19	Rutgers-New Brunswick	12.4	32	250	RUVH
20	Oregon State University	11.8	9	76	RUVH
21	Texas A & M- Main	11.7	11	94	RUVH
22	University of California- LA & Irvine	11.6	31	268	RUVH
23	University of North Dakota	11.4	5	44	RUH
24	Florida State	11.3	7	62	RUVH
25	North Carolina State University	11.0	33	299	RUVH
26	University of Arkansas	10.8	12	111	RUH
27	New Mexico State	10.6	7	66	RUH
28	Temple U	10.3	32	310	RUH
<b>2<sup>nd</sup> Quartile</b>					
29	Morgan State University	10.2	13	127	DRU
30	Arizona State	10.1	28	276	RUVH
31	University of North Carolina-Greenville	10.0	8	80	RUH
32	University of West Florida	10.0	1	10	DRU
33	University of Northern Colorado	9.8	17	173	DRU
34	University of Houston	9.7	44	453	RUH
35	Central Michigan University	9.4	3	32	DRU
36	University of Louisville	9.4	9	96	RUH
37	Indiana University Purdue	9.0	12	133	RUH
38	Texas Southern University	9.0	15	167	DRU
39	University of Tennessee- Knoxville	8.8	16	181	RUVH
40	San Diego State University	8.7	2	23	RUH
41	South Carolina State	8.7	13	150	DRU
42	University of Georgia	8.6	19	222	RUVH

# GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

43	University of Delaware	8.5	13	153	RUVH
44	Northern Arizona University	8.1	19	234	RUH
45	University of Memphis	8.1	19	236	RUH
46	University of South Florida	7.9	5	64	RUVH
47	University of Missouri-KC	7.7	1	13	RUH
48	University of New Mexico	7.7	5	65	RUVH
49	Utah State University	7.7	1	13	RUH
50	Virginia Polytechnic	7.7	16	208	RUVH
51	University of Kansas	7.6	10	132	RUVH
52	Texas A & M Commerce	7.3	23	317	DRU
53	University of Texas El-Paso	7.3	4	55	RUH
54	Sam Houston State University	6.9	7	102	DRU
55	University of Alabama	6.9	15	219	RUH
56	East Carolina University	6.8	8	117	DRU
3 <sup>rd</sup> Quartile					
57	Texas Tech University	6.8	11	161	RUH
58	University of Massachusetts-Lowell	6.8	10	148	DRU
59	University of Pittsburgh	6.8	23	337	RUVH
60	Florida International	6.7	14	208	RUH
61	Tennessee State University	6.7	21	316	DRU
62	University of Nevada-Reno	6.7	1	15	RUH
63	University of North Texas	6.6	12	183	RUH
64	University of Southern Mississippi	6.5	3	46	RUH
65	Ball State University	6.4	12	187	DRU
66	University of Maryland	6.3	3	48	RUVH
67	University of Utah	6.3	2	32	RUVH
68	Wayne State	6.3	12	189	RUVH
69	College of William and Mary	6.2	4	65	RUH
70	University of Alabama-Bgham	6.2	2	32	RUVH
71	University of California-Davis	6.2	5	81	RUVH
72	Washington State University	6.0	3	50	RUVH
73	Oklahoma State University	5.9	25	424	RUH
74	East Tennessee State University	5.8	15	258	DRU
75	University of Nebraska-Lincoln	5.8	10	173	RUVH
76	Montana State University	5.7	6	105	RUVH
77	University of Arizona	5.7	4	70	RUVH
78	Bowling Green	4.8	3	62	RUH
79	West Virginia University	4.7	18	382	RUH
80	University of Nevada Las Vegas	4.5	5	111	RUH
81	University of Washington	4.3	3	69	RUVH
82	University of South Dakota	4.2	18	426	DRU
83	University of Missouri-CD	3.7	9	243	RUVH
84	University of North Carolina -Charlotte	3.7	3	83	DRU
4 <sup>th</sup> Quartile					
85	University of Virginia	3.7	8	216	RUVH
86	Florida Atlantic-Boca	3.6	5	141	RUH

# GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

87	Kansas State	3.4	3	88	RUVH
88	SUNY-Albany	3.2	1	31	RUVH
89	University of Central Florida	3.1	12	383	RUH
90	University of Michigan	3.0	2	66	RUVH
91	Clemson University	2.9	1	35	RUH
92	Portland State University	2.9	2	69	DRU
93	Western Michigan University	2.7	5	86	RUH
94	University of Wyoming	2.6	1	39	RUH
95	Louisiana Tech	2.4	1	41	DRU
96	Mississippi State	2.4	1	41	RUH
97	SUNY Buffalo	2.4	1	41	RUVH
98	Idaho State	2.3	2	88	DRU
99	University of Florida	1.6	2	127	RUVH
100	Texas A & M Kingsville	1.4	3	209	DRU
101	University of Arkansas	1.4	1	72	DRU
102	Illinois State University	1.3	2	153	DRU
103	University of Oklahoma	.002	1	449	RUH
104	George Mason University	0	0	1	RUH
105	University of Connecticut	0	0	12	RUVH
106	University of Idaho	0	0	26	RUH
107	University of Mississippi	0	0	36	RUH
108	University of Nebraska	0	0	63	RUH
109	University of New Orleans	0	0	2	RUH
110	University of Toledo	0	0	12	RUH
111	University of Vermont/Agricultural	0	0	3	RUH
112	Wichita University Kansas	0	0	49	RUH

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

### Appendix K. List of 177 abstracts selected for examination

<b>Male v Female Leaders (24 abstracts)</b>	
An investigation of gender differences in motivation of senior administrators in Virginia community colleges using Herzberg's two factor theory	East Tennessee State U-2006
The contemporary manager: Exploring female and male leadership styles	East Tennessee State U-2003
Relationships between gender and teacher's perceptions of principal effectiveness in Georgia schools	Georgia Southern U-2002
The study of school climate, principals communication style, principal's sex and school level	Portland State U-1999
An analysis of gender differences public school superintendents' conflict management modes in relation to synergistic leadership theory	Sam Houston U-2004
Texas superintendent's perceptions of their superintendent preparation programs: In general and by gender	Sam Houston U-1999
Teacher's perceptions of effectiveness of female and male principals	Tennessee State-2007
Perceived leadership effectiveness of male and female directors of schools in West and East Tennessee	Tennessee State-2001
Perceived leadership effectiveness of male and female directors of schools	Tennessee State-2000
Leadership and followership: A gender perspective	Texas A & M Commerce-2007
Superintendent gender and student achievement: A postmodern perspective	Texas A



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	& M Commerc e-2007
Gender and conflict management styles of Texas secondary school assistant principals: A descriptive study	Texas A & M Commerc e-2005
A study of factors associated with gender specific superintendents in public schools	Texas A & M Kingsville -2002
Are there differences in the perceived leadership practices of female and male superintendents as identified by school committee members	University of Massachu setts- Lowell- 2007
Leadership style: Do male and female school superintendents lead differently?	University of Massachu setts- Lowell- 2004
Gender differences in principal motivations	Florida Internatio nal U-
Perspectives of experienced female and male superintendents of large suburban Illinois public school districts on the evolving role of the superintendent: Implications for leadership	Northern Illinois University -2000
Perspectives of experienced female and male superintendents of small rural Illinois public school districts on the evolving role of the superintendent: Implications for leadership	Northern Illinois University -2000
Investigating the difference in leadership styles and effectiveness between male and female public high school principals in Illinois	Northern Illinois University -1998
A comparative analysis of leadership attitudes of male and female elementary	University

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

public school principals in Arkansas	of Arkansas- Main 1998
A comparative study of the characteristics of male and female secondary principals and aspirants in the State of Arkansas	University of Arkansas- Main- 1998
An examination of gender balance and other associated characteristics in the administrative ranks of North Carolina community colleges	North Carolina State- Raleigh- 1999
The actual and ideal public relations role of the public school superintendent as perceived by Texas male and female superintendents: A record of study	Texas A & M-1998
Gender and generational differences in the self-ratings of leadership practices by elementary school administrators within four Florida counties	U of S. Florida 2005
<b>Black Males (43 abstracts)</b>	
The under-representation of African American males in academically gifted programs: The perceptions of teachers and administrators of barriers to identification	East Carolina U-2007
The impact of preparedness, self-efficacy and math anxiety on the success of African American males in developmental mathematics at a community college	Morgan State U- 2007
Why can't brother man stay in school: A phenomenological study of Black male student attrition at a Black commuter college	Morgan State U- 2004
In their own words: A phenomenological investigation of the lived experiences of selected African-American male early school leavers in Washington D.C.	Morgan State U- 2003
A causal comparative study of instructional programs on the mathematical achievements of elementary school African American male students	South Carolina State- 2005
The effects of group counseling compared with individual counseling in the reduction of at-risk behaviors using grade point average, discipline referrals and attendance among 6 <sup>th</sup> grade Black males	South Carolina State- 2005

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The impact of locus of control on the academic achievement of African American males	South Carolina State-2003
The attitudes of rural eighth grade Black males towards academic learning and it's impact on academic achievement	South Carolina State-2002
Group counseling compared with individual counseling in the reduction of at risk behaviors in Black male students	South Carolina State-2001
Exploring the relationship between personal motivation, persistence, and resilience and their effects on academic achievement among different groups of African American males in high schools	University of Maryland-2005
Teacher perception of verbal reinforcement versus tangible reinforcement with regard to academic achievement for the African-American middle school male	Tennessee State-2003
The retention of Black male students in Texas public community colleges	Texas A & M Commerce-2001
Black male student achievement: A synthesis of research in the "Journal of Negro Education"	Texas A & M Commerce-1998 19
Establishing classroom contacts and interactions: White educators' attitudes about early adolescent Black males	University of Massachusetts-Boston-2006
The involvement of African American Fathers in the educational lives of their young children: Beliefs, practices, and experiences in one elementary school	University of Massachusetts-Boston-2004

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

African-American males: What do schools and teachers do to enhance academic achievement	U of N. Carolina-Charlotte-2002
Lasting legacies: The effects of natural mentors in the lives of at risk African – American male adolescents	Bowling Green State-2006
The impact of reading instructional methodology on student achievement of Black males based on the Florida comprehensive assessment test	Florida Atlantic Boca 2006
A comparison of academic success variables of Black male high school graduates with other racial and gender populations in the Broward County School district Florida	Florida Atlantic Boca
Raising Abel: What do African American single mothers do to raise successful African American middle school boys <sup>ab</sup>	Indiana U Purdue-2003
An analysis of adult African American men’s perceived susceptibility of prostate cancer and perceived benefits and barriers to participation in early detection methods: Implications for community-based health promotion	Northern Illinois-2007 University
The African American church as a provider of nonformal adult education in the Chicago community under the leadership of Pastor William Samuel Winston	Northern Illinois University -2005
Reaching and teaching the African-American male: Curriculum, learning styles, teacher belief systems and practices	Northern Illinois University -2001 47
Measuring the effectiveness of an Afrocentric male mentoring program with adolescent African American males	Northern Illinois University -2000
Rediscovering the essential nature of African American male leadership: An Afrocentric perspective	Northern Illinois University -2000

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

There are no crystal stairs here: A study of African-American males in traditional and non traditional program in a predominately White institution of higher education	Northern Illinois University -2000
Social cognition and language: Abusive language and the African –American male juvenile transgressor	Northern Illinois University -1999
African-American male per-service teachers’ perceptions of elementary education: A multiple case study	Oklahoma State- Main- 2002
Factors that foster academic resilience in African American male middle school students from low-socioeconomic, single parent homes	University of Alabama- 1999
Factors that contribute to hazing practices by collegiate Black Greek letter fraternities during membership intake activities	University of Arkansas- Main- 2006
An examination of time use patterns influence on achievement among African American and Hispanic male high school student athletes	University of Central Florida- 2007
John Henryism and occupational stress among African American higher education faculty	University of Houston- 1998
An analysis of the characteristics that lead to the disenfranchisement of African Males between the ages of 18 to 35	University of Memphis- 2004
Designed for failure: An analysis of African American male students perception of the failure of traditional school structures to successfully educate them	University of Missouri- Kansas City-2007
Social reconstruction of African American males at an urban middle school	University

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	of N.Carolina – Greensboro-2006
Through their eyes: A look at the achievement and success of selected African American male youths	University of N.Carolina – Greensboro-2006
An examination of the graduation rates of the Division I African American male basketball student-athlete	University of Texas- El Paso- 2004
The personal and academic success of African American males with specific learning disabilities	Arizona State- Tempe- 2004
The way out: African American male student athletes in higher education	Arizona State- Tempe- 2001
The impact of home environment of Black males not pursuing higher education	Arizona State University -1998
A qualitative study of resilience among African-American adolescent male students in North Carolina	North Carolina State- Raleigh- 2003
Coping strategies: Adjustment, and persistence among Black men attending predominately White colleges and universities	Rutgers- New Brunswick-2004
Effective library education for the inner city African American male: Key elements of a team	UC Berkeley- 2005
<b>Latino/a (44 abstracts)</b>	
Knowledge and perceptions held by Latino parents regarding the educational services for LEP children with disabilities	Illinois State U-

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	1999
Factors affecting retention of 1 <sup>st</sup> year Latino students in a private university	Morgan State U-2006
An investigation into the perceptions of Latino parents of young children in urban, suburban and rural school settings	Texas Woman's University -2001
The kids on the other side of the hallway: Teacher's perspectives of the academic achievement of Latino English language learners	University of Massachusetts-Boston-2007
Latina Presidents in community colleges: A quantitative study of the elements of career advancement	New Mexico State-Main-2007
Non United States born Latinos: A study of perceptions of barriers and catalysts to educational success at a rural New Mexico Community college	New Mexico State-Main-2007
A case study on language proficiency with Latino students in dual language setting	New Mexico State-Main-2000
College Latino students: Cultural integration, retention, and successful completion	Northern Illinois University -2005
School organization of successful alternative high schools serving Latino students in Chicago	Northern Illinois University -2004
Lessons learned while suspended between two cultures: The life history of a Latina adult educator	Northern Illinois

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	University -2003
A study of the relationship between selected independent variables and the success of Latina/o students at a four year institution of higher learning in the Midwest	Northern Illinois University -2000
Beginning reading: Linguistic units and instructional strategies that facilitate word recognition in Latino kindergarten students who are learning to read Spanish	University of Houston- 2003
Conversations about reading processes in Spanish and English among six Latino/a eighth graders	University of Houston- 2002
Investigating the cognitive reading strategies and motivation to read of resilient, average, and no-resilient fourth-and fifth-grade Latino English language learners	University of Houston- 2002
Ethnic cleansing in the barrio: A critical ethnography of the politics, practices, and pedagogy of schooling urban Latino bilingual students	University of Houston- 2001
Latino community college transfer students in engineering: Transition experiences and academic success at a large research university	Arizona State- Tempe- 2007
Successful Latino students: A study of five Mexican American families	Arizona State- Tempe- 2006
The Latino/a faculty: A perilous journey to the ivory tower in higher education	Arizona State- Tempe- 2002
Popular education: Adult education for Latina's women empowerment	Rutgers- New Brunswic k-2005
Schools as resilient organizations: Supporting the mathematical resilience of	University



## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Latino eight graders	of California -Berkeley- 2007
Meaning to read or reading for meaning: Promoting reading comprehension proficiency of Latino English learners IRVINE	University of California -LA & Irvine - 2007
Raising the curtain on theatre arts for Latinos: Finding voice, cultural capital, literacy, and ethnic identity in high school arts theatre classes IRVINE	University of California -LA & Irvine- 2007
Technology and equity: Explaining differences between elementary teachers use of computers in low-income Latino and middle class-schools IRVINE & UCLA	University of California -LA & Irvine- 2007
Capturing the stories of non-college preparatory Latina/o high school graduates :reclaiming their stake in education and their dreams UCLA	University of California -LA & Irvine- 2007
Mi fuerza/my strength: The academic and personal experiences of Chicana/Latina transfer students in math and science IRVINE & UCLA	University of California -LA & Irvine- 2006
The road less traveled: Latino students and the impact of studying abroad UCLA	University of California -LA & Irvine- 2006
Identifying characteristics of successful schools in Latino communities	University

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

IRVINE	of California -LA & Irvine- 2004
Finding their way: Experiences of first-generation Latina graduates UCLA	University of California -LA & Irvine- 2004
Lending a helping hand: Mentoring tomorrow's Latina and Latino leaders into the 21 <sup>st</sup> century UCLA	University of California -LA & Irvine- 2004
Understanding homework: Latino parent's perceptions UCLA	University of California -LA & Irvine- 2002
Effects of extending mathematics instruction through a Saturday academy to limited English proficient Latino students in low performing schools IRVINE	University of California -LA & Irvine- 1999
Building bridges: Latino immigrant parents explore the home schooling relationship UCLA	University of California -LA & Irvine- 1999
Math enrichment to prepare Latino high school students for university level mathematics UCLA	University of California -LA & Irvine- 1999

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Recruiting teachers of color: College age Latino/a students share their voices and recommendations for educator preparation programs	University of Massachusetts-Amherst - 2007
Representin' for Latino students: Culturally responsive pedagogies, teacher identities, and the preparation of teachers for urban schools	University of Massachusetts-Amherst - 2005
The FotoDialogo Method: Using pictures and storytelling to promote dialogue and self discovery among Latinas within a community based organization in Massachusetts	University of Massachusetts-Amherst-1999
Latina Girls of Puerto Rican origin who Are successful in science and mathematics high school courses	University of Massachusetts-Amherst-1999
Reflections on the development of learning community among a group of traditional immigrant Latinas	University of New Mexico-2005
Latino/a students knowledge about American citizenship, citizenship education and relevant socio cultural factors	University of N. Carolina-Chapel Hill-2006
The schooling experiences of Latina immigrant high school students	University of N. Carolina-Chapel Hill-2003
Differences in language learning strategies between male and female and also between Asian and Latino ESL students	University of Tennessee

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	- Knoxville -2000
Fluid identities, adaptable lives: the impact of educational and career experiences on the identity development of Latina corporate managers	University of Texas- Austin- 1999
Latina/os constructing educational leadership: Cultivating the fields of leadership	University of Washingt on- Seattle- 2007
Factors influencing the underrepresentation of Latinos in higher education	Texas A & M Kingsville -2006
<b>LGTBIQ (32 abstracts)</b>	
The need for a diversity component, specific to gay and lesbian students, in undergraduate teacher preparation programs according to selected eastern North Carolina educators	East Carolina U-2001
Assessing principal's perceptions of heterosexism and homophobia in a large urban public school district	Texas A & M Commerc e-2005
A case study of the perspectives of gay and lesbian teachers: Overcoming heterosexism and homophobia in the school community	University of Massachu setts- Boston- 1999
Heteronormativity and teaching: A phenomenological study of lesbian teachers	Florida Internatio nal U- 2002
The gay and lesbian counseling experience triad: Curriculum, service and satisfaction	Northern Arizona U-2003
Gay and lesbian school administrators: Negotiating personal and professional roles and responsibilities within hetero-normative organizations	Northern Illinois

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	University -2007
Subcutaneous:The life experience of African American transsexual college students	Northern Illinois University -2007
Factors influencing condom use among Latino men who have sex with men	Northern Illinois University -2006
Examining the lived experience of out gay and lesbian K-12 educators	San Diego State- 2005
Lesbian, gay , bisexual and transgender adult and youth perceptions on school safety in central Pennsylvania	Temple University -2006
Sexual orientation and multiperspective identity on a small Catholic campus: An analysis of the cultural climate and multicultural organizational change	Temple University -2001
Heterosexism within educational institutions: Coping efforts of lesbian, gay and bisexual students in West Texas	Texas Tech U- 1998
The relationship between religious fundamentalism and moral development on homophobia in college undergraduates	Texas Tech U- 1998
Complementarity in long term lesbian relationships and non-lesbian female friendships	University of Louisville -2000
Constructing the experiences of gay and lesbian high school students in Maine	University of Maine- 2005
The preparation of undergraduate social work students in same faith based institutions for professional practice with gay and lesbian persons: A qualitative study	University of Memphis- 2001
A feeling of belonging: Impacts of gay-straight alliances on high school	Arizona

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

students	State-Tempe-2007
Out of the closet and onto Fraternity Row: An ethnographic study of heterosexism and homophobia in a college fraternity community	Florida State-2006
The interrelationship between being lesbian and its impact on community college leadership	Oregon State U-
Gay men at midlife and adult learning. An uneasy truce with heteronormativity	Pennsylvania State-2007
Gay straight alliances in high schools: A case study of four urban, public schools UCLA	University of California -LA & Irvine-2006
Urban cowgirls: How lesbians learn to negotiate the heterosexism of corporate American	University of Georgia-2000
Living outside the circle: the politics of HIV/AIDS education and the disenfranchisement of HIV-negative gay men	University of Georgia-1999
Strangers in good company: The accuracy of student's perception of peer attitudes towards gays, lesbians and bisexuals	University of Massachusetts-Amherst -2006
Off that spectrum entirely: A study of female-bodied transgendered-identified individuals	University of Massachusetts-Amherst-2003
A description of gay/straight alliances in the public schools of Massachusetts	University of

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	Massachusetts-Amherst-2000
A multicultural organization development examination of school based change strategies to address needs of gay youth	University of Massachusetts-Amherst - 1998
Re-Sallying Quids: Resilience of queer youth in school	University of Michigan -2001
Activism for LGTB rights: How participation affects the lives of activist educators	University of N. Carolina-Chapel Hill-2005
Attitudes of educators/administrators towards lesbian, gay, bisexual and transgendered students	University of Tennessee - Knoxville -2002
Lesbian, gay, bisexual, and transgender equity issues: A study of preservice teacher's perceptions of current practices in teacher education	Washington State-2002
The impact of youth centered groups on the self-efficacy of gay and lesbian youth	Washington State-2000
<b>Title IX ( 15 abstracts)</b>	
Complying with <u>Title IX</u> : An analysis of emergent leadership issued in an NCAA Division I Institution	Indiana U of PA-2005
Has <u>Title IX</u> enforcement had an adverse effect on the number of participation opportunities at NCAA Division I institutions for male student athletes?	Tennessee State-2003
The effectiveness of NCAA Division I athletes program leadership in assuring	Northern

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

<u>Title IX</u> Compliance	Arizona U-2000
<u>Title IX</u> Compliance: A comparative analysis of the perceptions of athletic directors represented in the NEW Jersey State Interscholastic Athletic Association (NJSIAA) and athletic directors represented in the National Collegiate Athletic Association (NCAA) division III	Temple University -2000
A history and analysis of sports related <u>Title IX</u> legislation and litigation from 1972 to 1997	University of Alabama-1998
An analysis of the perception of the degree of compliance of selected Texas public high schools with <u>Title IX</u> of the Education Amendments of 1972	University of N. Texas-2005
The post <u>Title IX</u> generation: Perceptions and experiences of gender equity among new university faculty	University of Oregon-2004
Teams on paper: <u>Title IX</u> compliance in the Maryland Junior College Athletic Conference <sup>d</sup>	University of Delaware-1998
<u>Title IX</u> compliance and Georgia high school athletic programs <sup>d</sup>	University of Georgia-1999
Athletic gender equity policy: The potential for United States <u>Title IX</u> directives in Canadian universities <sup>d</sup>	University of Nebraska-2006
<u>Title IX</u> intent vs action: Compliance and equity in Allegheny public schools <sup>d</sup>	University of Pittsburgh -2000
Women in collegiate sports: The struggle for equity since the 1972 <u>Title IX</u> Education Amendment	University of Pittsburgh-1998
<u>Title IX</u> compliance in Virginia high schools <sup>d</sup>	Virginia



## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	Polytechnic & State U-2006
Perceptions of <u>Title IX</u> and gender equity: The influence of life histories, sports experiences and campus initiatives	SUNY Binghamton-2006
Historical comparison of Florida and national Title IX compliance trends in high school sports from 1985-2005	U of Central Florida-2007
<b>Feminist (19 abstracts )</b>	
An inquiry into the experiences of the African American women principal: Critical race theory and Black <u>feminist</u> principles	Georgia Southern U-2004
Postmodern <u>feminist</u> pedagogy in a first-year writing class <sup>e</sup>	Georgia Southern U-2003
Women in public middle school administration in Georgia: A <u>feminist</u> analysis of the perceptions of women in power	Georgia Southern U-2001
Pre-service teacher's beliefs about teaching and learning before, during and after the application of <u>feminist</u> pedagogies	Texas A & M Commerce-2000
Feminist and Eugenicist thinking in a woman educator: The case of Leta Stetter Hollingworth <sup>af</sup>	Indiana U Purdue-2003
Empowerment of low-income women in India: Emergent <u>feminist</u> grassroots leaders in Ahmedabad, Gujarat	Northern Illinois University -2006
Coming into their own: A study of a <u>feminist</u> adult education program in Esteli, Nicaragua	Northern Illinois University -2003
An investigation into the illustrations of Snow White and her stepmother in selected retellings of "Snow White and the Seven Dwarfs" from 1882 to 1996: A <u>feminist</u> inquiry <sup>af</sup>	Northern Illinois University -2001

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

A <u>feminist phase</u> theory exploration of the development of levels of gender awareness in the superintendency	Oklahoma State-Main-2000
The selection of high school principals: An examination of the process using <u>feminist phase</u> theory	Oklahoma State-Main-1999
A postmodern <u>feminist</u> text analysis of the pedagogy of popular craft	Oklahoma State-Main-1998
In their own voices: The impact of the <u>feminist</u> movement in adult education <sup>e</sup>	University of Southern Mississippi-2005
A sense of entitlement to self in relationships: An elaboration of attachment and <u>feminist</u> object relations theory	Western Michigan University-1998
<u>Feminist</u> popular education in Latin American: A case study on the political empowerment of women in the Dominican republic	SUNY-Albany-1999
African-American women in school psychology: The sociological framework of Black <u>feminist</u> thought and development of role in practice	University of Cincinnati-1998
Negotiating <u>feminist</u> interests in elementary and secondary schools	University of Georgia-2002
Making science accessible through collaborative science teacher action research on <u>feminist</u> pedagogy	University of Massachusetts-Amherst-2002
Adult literacy clients as authors: A <u>feminist</u> poststructuralist perspective	University of

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	Massachusetts-Amherst-2000
Brick walls and broken mirrors: A case study of <u>feminist</u> and critical pedagogy in graduate adult education	University of S. Carolina-Columbia-2001

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

### APPENDIX L CODING MEMO 3 # COMPLETE TEXTS LGTBIQ

Shores (2007). A feeling of belonging: impacts of gay-straight alliances on high school students.

Doppler (2000). A description of gay-straight alliances in the public schools of Massachusetts.

Talone (2006). Gay-Straight alliances in the schools: A case study of four urban, public schools.

<b>LGTBIQ</b>	<b>Fear</b>	<b>Silencing</b>	<b>Discrimination</b>
Doppler	Student afraid to publicly identify w GSA Students afraid to identify as gay Students discuss threats Fear of physical violence Faculty fear loss of jobs Administrators afraid of backlash	Posters destroyed or ripped down Faculty deny presence of gay students Refuse to read announcements	Students intimidated Students ridiculed Conflict in school & community Constant administrative hassles
Shore	Student afraid to publicly identify w GSA Advisor afraid to serve on committee Fear of research aggravating parents	Posters destroyed or ripped down Security guards disallow posters Refusal to read announcements Faculty ask to be removed from e-mails Researchers denied interview access Faculty peers ask GSA advisors to stop	Students intimidated Students ridiculed Administrative backlash to faculty Constant administrative hassles Conflict in school & community Gay faculty:

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

			parents disenroll kids Gay faculty: admin disenroll kids Faculty refuse to advise GSA clubs GSA faculty receive review warnings
Talone	Student afraid to publicly identify w GSA Students report fear of retaliation Faculty fear career repercussions	Posters destroyed or ripped down Refusal to read announcements Parents disallow students to join Parents will not listen/support members	Students intimidated Students ridiculed Homophobic teaching comments Conflict in school & community

### **Tetreault Feminist Phase Theory**

Because these three studies represent LGTBIQ issues they implicitly fall into Tetreault's phase 4, feminist scholarship. However there was little discussion of any other intersectionalities. Doppler's study makes a mention of other identity variables when she states "Interviewees identified two groups who are underserved by GSA's, student of color and transgendered students" (p. 139).

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

All of the studies of GSA's conceptualized gender as a social construction, Tetreault Phase 3, and there was also some critique of gender as a social construction, Tetreault Phase 5.

There was no additional insight about gender conceptualization or cultural beliefs gained from these full text dissertations that was not identified in the abstracts. However reading the full text made you more aware of the overt oppression and often violent opposition faced by LGBTBIQ students who are not conforming to the cultural gender belief that privileges heterosexuality.

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

### APPENDIX M CODING MEMO #3 DISSERTATION BLACK MALES

Crawford (2002). The attitudes of Rural eight grade black males toward academic learning and its impact on academic achievement.

Marshall (2003). The impact of locus of control on the academic achievement of African American males

Salley (2005). Exploring the relationship between personal motivation, persistence, and resilience, and their effects on academic achievement among different groups of African American Males in high schools.

<b>Black Males</b>	<b>Fear</b>	<b>Silencing</b>	<b>Discrimination</b>
Crawford	Lose friends if academic A+	Self-School=acting white Self-Assimilate to survive Low tracking & special ed	Denial of equal education opportunities Portrayed as deviant/deficient Portrayed aggressive/violent
Marshall	Lose friends if academic A+	Self-School=acting white Low tracking & special ed	Denial of equal education opportunities Portrayed as deviant/deficient Portrayed aggressive/violent
Salley		Self-School=acting white	Denial of equal education opportunities

The three studies examining achievement in black male students offered varied representations in the studies framing of the problem and literature that perpetuate problematic cultural beliefs or supports the critique and disruption of them. Below is an example of the spectrum of these

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

differences as indicated in the discussion of the study rationale and significance.

Crawford 's (2002) discussion of the study's rationale and significance states the study is undertaken to determine" why Black male students achieve at lower rates than their White counterparts" (p.4).

Marshall's (2003) discussion of the study's rationale and significance states the study is undertaken to identify" factors that are needed to cause African American male students to perform better academically" (p.4.).

Sally's (2005) discussion of the study's rationale and significance states the study is undertaken to investigate differences in motivation, persistence, resilience among academically achieving Black males and identify quantitative and qualitative factors that might contribute to academic success" (p.1).

Another example of this varied level of representation and critique is prevalent in the literature reviews of the three studies. Crawford's (2002) literature review reports the prior literature on achievement issues of black males in very negative language without much critical examination or rebuttal to those studies. In contrast, Marshall's study includes several pages of strong rebuttal and critique of negative representations and



## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

framings in the literature. Finally the Sally study takes the literature framing a bit further in that the discussion is primarily framed as a social problem experienced by many, including Black males.

### **Tetreault Feminist Phase Theory**

This group of dissertations primarily represents Tetreault Phase 4, because it implicitly examines the intersection of race and gender. Although not much discussion was in the dissertations on how black males differ from black females, so gender was secondary to the examination of race.

However, these dissertations were selected because they examined race, so it was no surprise that this was the predominant theme. An examination of the entire text did not lead to much more information about gender beliefs and gender conceptualizations than what was represented in the abstracts.

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

### APPENDIX N CODING MEMO # 3 COMPLETE M v. F LEADERSHIP

Clisbee (2004). Leadership style: Do male and female school superintendents lead differently?

Hallorin (2007). Are there differences in the perceived leadership practices of female and male superintendents as identified by school committee members?

Pasteris (1998). Investigating the differences in leadership styles and effectiveness between male and female public high-school principals in Illinois?

<b>Gendered Leadership</b>	<b>Fear</b>	<b>Silencing</b>	<b>Discrimination</b>
Clisbee	Lose femininity approval	Gender inequity not addressed school Women contributions ignored Female Impression management w/style	Women denied access to leadership
Hallorin	Lose femininity approval Pressure to conform To gender roles	Gender inequity not addressed school Female Impression management w/style Exclusion to networks Women bullied by school committees Conversations cut off and ignored	Women denied access to leadership Leader =male Males privileged for hiring/post war vets Family duties for women only Women held to higher standards

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

		by Board members Assertive women sanctioned	
Pasteris	Lose femininity approval Pressure to conform to gender roles	Female Impression management w/style Men don't like women leaders who are assertive	Women denied access to leadership Males privileged in hiring/Females will get pregnant & leave

All three of these studies use a quantitative design to assess perceived effectiveness of leaders and to assess if these perceptions are related to gender.

### **Tetreault Feminist Phase Theory**

Most of the representations of the full text dissertations that can be examined under lens of Tetreault Feminist Phase Theory occurred in the literature review. Each of the studies included literature from phase 2.a that acknowledged male and female difference, and all three also represented 2.b, females were compared to male norms. However we must be mindful these 3 dissertations were purposefully selected for that purpose.

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Additionally, they all had several representations in phase 3, a, gender as a social construction and Clisbee's dissertation strongly and explicitly critiqued the social construction of gender, 5.a.

It is interesting to note that the dissertation in this group, the dissertation written by a man, Pasteris, cited literature in a way that reflected males disapproval of female leaders. Some of these statements such as "what increases the cost of employing female executives is principally the clash of their perceptions, attitudes and behavior with males in male led organizations (p.5)" insinuates that the biggest problem women have is their inability to get along with men. or "male instructors tended to react negatively to serving under female supervisors" (p.8). Although the author is describing the study findings of others in his literature review, the language implies that naturally employers are unwilling to hire women because they cannot get along with men. It reinforces women as deficient, not the sexist beliefs of the male coworkers.

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

### APPENDIX O. Tetreault coding MALE v FEMALE LEADERSHIP

Gender focused dissertations	Institutions	Tetreault	
An investigation of gender differences in motivation of senior administrators in Virginia community colleges using Herzberg's two factor theory	East Tennessee State U-2006	2.a	MF Leader 1
The contemporary manager: Exploring female and male leadership styles	East Tennessee State U-2003	2.a 3.b	MF Leader 2
Relationships between gender and teacher's perceptions of principal effectiveness in Georgia schools	Georgia Southern U-2002	2.a	MF Leader 3
The study of school climate, principals communication style, principal's sex and school level	Portland State U-1999	2.a, 2.d	MF Leader 4
An analysis of gender differences public school superintendents' conflict management modes in relation to synergistic leadership theory	Sam Houston U 2004	2.a	MF Leader 5
Texas superintendent's perceptions of their superintendent preparation programs: In general and by gender	Sam Houston U 1999	2.a	MF Leader 6
Teacher's perceptions of effectiveness of female and male principals	Tennessee State-2007	2.a 3.b	MF Leader 7
Perceived leadership effectiveness of male and female directors of schools in West and East Tennessee	Tennessee State-2001	2.a 3.b	MF Leader 8
Perceived leadership effectiveness of male and female directors of schools	Tennessee State-2000	2.a, 2.b	MF Leader 9
Leadership and followership: A gender perspective	Texas A & M Commerce-2007	2.a 3.b 4.a	MF Leader 10
Superintendent gender and student achievement: A postmodern perspective	Texas A & M Commerce-2007	2.a,2.b	MF Leader 11
Gender and conflict management styles of Texas secondary school assistant principals: A	Texas A & M Commerce-	2.a	MF Leader

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

descriptive study	2005		12
A study of factors associated with gender specific superintendents in public schools	Texas A & M Kingsville-2002	2.a,2.c	MF Leader 13
Are there differences in the perceived leadership practices of female and male superintendents as identified by school committee members	University of Massachusetts-Lowell-2007	2.a 3.b	MF Leader 14
Leadership style: Do male and female school superintendents lead differently?	University of Massachusetts-Lowell-2004	2.a 3.b	MF Leader 15
Gender differences in principal motivations	Florida International U-	2a., 2.b 3.d	MF Leader 16
Perspectives of experienced female and male superintendents of large suburban Illinois public school districts on the evolving role of the superintendent: Implications for leadership	Northern Illinois University-2000	2.a	MF Leader 17
Perspectives of experienced female and male superintendents of small rural Illinois public school districts on the evolving role of the superintendent: Implications for leadership	Northern Illinois University-2000	2.a	MF Leader 18
Investigating the difference in leadership styles and effectiveness between male and female public high school principals in Illinois	Northern Illinois University-1998	2.a 3.b	MF Leader 19
A comparative analysis of leadership attitudes of male and female elementary public school principals in Arkansas	University of Arkansas-Main-1998	2.a 2.b	MF Leader 20
A comparative study of the characteristics of male and female secondary principals and aspirants in the State of Arkansas	University of Arkansas-Main-1998	2.a 2.b	MF Leader 21
An examination of gender balance and other associated characteristics in the administrative ranks of North Carolina community colleges	North Carolina State-Raleigh-1999	2.a 2.b 2.b 3.c	MF Leader 22

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

The actual and ideal public relations role of the public school superintendent as perceived by Texas male and female superintendents: A record of study	Texas A & M-1998	2.a	MF Leader 23
Gender and generational differences in the self ratings of leadership practices by elementary school administrators within four Florida counties	U of S. Florida 2005	2.a 4.a	MF Leader 24

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

### APPENDIX P. Tetreault Coding BLACK MALES

Gender focused dissertation	Institutions	Tetreault	
The under-representation of African American males in academically gifted programs: The perceptions of teachers and administrators of barriers to identification	East Carolina U-2007	1.a, 1.b 4.a	Black M 1
The impact of preparedness, self-efficacy and math anxiety on the success of African American males in developmental mathematics at a community college	Morgan State U-2007	1.a, 1.b 4.a	Black M 2
Why can't brother man stay in school: A phenomenological study of Black male student attrition at a Black commuter college	Morgan State U-2004	1.a 4.a	Black M 3
In their own words: A phenomenological investigation of the lived experiences of selected African-American male early school leavers in Washington D.C.	Morgan State U-2003	2.a 4.a	Black M 4
A causal comparative study of instructional programs on the mathematical achievements of elementary school African American male students	South Carolina State-2005	1.a 4.a	Black M 5
The effects of group counseling compared with individual counseling in the reduction of at-risk behaviors using grade point average, discipline referrals and attendance among 6 <sup>th</sup> grade Black males	South Carolina State-2005	2.a 4.a	Black M 6
The impact of locus of control on the academic achievement of African American males	South Carolina State-2003	4.a	Black M 7
The attitudes of rural eighth grade Black males towards academic learning and it's impact on academic achievement	South Carolina State-2002	4.a	Black M 8
Group counseling compared with individual counseling in the reduction of at risk behaviors in Black male students	South Carolina State-2001	2.a 4.a	Black M 9
Teacher perception of verbal reinforcement versus tangible reinforcement with regard to academic achievement for the African-American middle school male	Tennessee State-2003	2.a 4.a	Black M 10
The retention of Black male students in Texas public community colleges	Texas A & M Commerce-2001	1.a 4.a	Black M 11
Black male student achievement: A synthesis of research in the "Journal of Negro Education"	Texas A & M Commerce-1998	1.a 4.a	Black M 12



## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Establishing classroom contacts and interactions: White educators' attitudes about early adolescent Black males	University of Massachusetts-Boston-2006	1.a 4.a	Black M 13
The involvement of African American Fathers in the educational lives of their young children: Beliefs, practices, and experiences in one elementary school	University of Massachusetts-Boston-2004	2.a 4.a	Black M 14
African-American males: What do schools and teachers do to enhance academic achievement	U of N. Carolina-Charlotte-2002	1.a 4.a	Black M 15
Lasting legacies: The effects of natural mentors in the lives of at risk African –American male adolescents	Bowling Green State-2006	2.a 4.a	Black M 16
The impact of reading instructional methodology on student achievement of Black males based on the Florida comprehensive assessment test	Florida Atlantic Boca 2006	2.a 4.a	Black M 17
A comparison of academic success variables of Black male high school graduates with other racial and gender populations in the Broward County School district Florida	Florida Atlantic Boca	2.a 4.a	Black M 18
Raising Abel: What do African American single mothers do to raise successful African American middle school boys <sup>ab</sup>	Indiana U Purdue-2003	2.a,2.c 3.b 4.a	Black M 19
An analysis of adult African American men's perceived susceptibility of prostate cancer and perceived benefits and barriers to participation in early detection methods: Implications for community-based health promotion	Northern Illinois-2007 University	2.a 4.a	Black M 20
The African American church as a provider of nonformal adult education in the Chicago community under the leadership of Pastor William Samuel Winston	Northern Illinois University-2005	4.a	Black M 21
Reaching and teaching the African-American male: Curriculum, learning styles, teacher belief systems and practices	Northern Illinois University-2001	2.a 4.a	Black M 22
Measuring the effectiveness of an Afrocentric male mentoring program with adolescent African American males	Northern Illinois University-2000	2.a 4.a	Black M 23
Rediscovering the essential nature of African	Northern	1.a	Black

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

American male leadership: An Afrocentric perspective	Illinois University-2000	4.a	M 24
There are no crystal stairs here: A study of African-American males in traditional and non traditional program in a predominately White institution of higher education	Northern Illinois University-2000	1.a 4.a	Black M 25
Social cognition and language: Abusive language and the African –American male juvenile transgressor	Northern Illinois University-1999	4.a	Black M 26
African-American male per-service teachers' perceptions of elementary education: A multiple case study	Oklahoma State-Main-2002	2.a	Black M 27
Factors that foster academic resilience in African American male middle school students from low-socioeconomic, single parent homes	University of Alabama-1999	2.a 4.a	Black M 28
Factors that contribute to hazing practices by collegiate Black Greek letter fraternities during membership intake activities	University of Arkansas-Main-2006	1.a 4.a	Black M 29
An examination of time use patterns influence on achievement among African American and Hispanic male high school student athletes	University of Central Florida-2007	2.a 4.a	Black M 30
John Henryism and occupational stress among African American higher education faculty <sup>am</sup>	University of Houston-1998	1.a 4.a	Black M 31
An analysis of the characteristics that lead to the disenfranchisement of African Males between the ages of 18 to 35	University of Memphis-2004	2.a 4.a	Black M 32
Designed for failure: An analysis of African American male students perception of the failure of traditional school structures to successfully educate them	University of Missouri-Kansas City-2007	2.a 4.a	Black M 33
Social reconstruction of African American males at an urban middle school	University of N.Carolina – Greensboro-2006	2.a 4.a	Black M 34
Through their eyes: A look at the achievement and success of selected African American male youths	University of N.Carolina – Greensboro-	2.a 4.a	Black M 35

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	2006		
An examination of the graduation rates of the Division I African American male basketball student-athlete	University of Texas-El Paso-2004	1.a, 1.b 4.a	Black M 36
The personal and academic success of African American males with specific learning disabilities	Arizona State-Tempe-2004	2.a 4.a	Black M 37
The way out: African American male student athletes in higher education	Arizona State-Tempe-2001	1.a, 1.b 4.a	Black M 38
The impact of home environment of Black males not pursuing higher education	Arizona State University-1998	2.a 4.a	Black M 39
A qualitative study of resilience among African-American adolescent male students in North Carolina	North Carolina State-Raleigh-2003	2.a 4.a	Black M 40
Coping strategies: Adjustment, and persistence among Black men attending predominately White colleges and universities	Rutgers-New Brunswick-2004	2.a 4.a	Black M 41
Exploring the relationship between personal motivation, persistence, and resilience and their effects on academic achievement among different groups of African American males in high schools	University of Maryland-2005	2.a 4.a	Black M 42
The impact of home environment of Black males not pursuing higher education	Arizona State University-1998	2.a 4.a	Black M 43
Effective library education for the inner city African American male: Key elements of a team	UC Berkeley-2005	2.a 4.a	Black M 44

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

### APPENDIX Q LATINO/A abstracts

Gender focused dissertation	Institutions	Tetreault	
Knowledge and perceptions held by Latino parents regarding the educational services for LEP children with disabilities	Illinois State U-1999	1.a, 1.b 2.a	Latino/a 1
Factors affecting retention of 1 <sup>st</sup> year Latino students in a private university	Morgan State U-2006	1.a,1.b 2.a,4.a Chowdery 2006	Latino/a 2
An investigation into the perceptions of Latino parents of young children in urban, suburban and rural school settings	Texas Woman's University-2001	1.a,1.b Robles, 2001	Latino/a 3
The kids on the other side of the hallway: Teacher's perspectives of the academic achievement of Latino English language learners	University of Massachusetts-Boston-2007	1.a, 1.b	Latino/a 4
Latina Presidents in community colleges: A quantitative study of the elements of career advancement	New Mexico State-Main-2007	2.a,2.c 3.c 4.a	Latina/o 5
Non United States born Latinos: A study of perceptions of barriers and catalysts to educational success at a rural New Mexico Community college	New Mexico State-Main-2007	1.a,1.b	Latino 6
A case study on language proficiency with Latino students in dual language setting	New Mexico State-Main-2000	1.a,1.b	Latino/a 7
College Latino students: Cultural integration, retention, and successful completion	Northern Illinois University - 2005	1.a, 1.b Hernandez, 2005	Latino 8
School organization of successful alternative high schools serving Latino students in Chicago	Northern Illinois University-2004	1.a, 1.b	Latino/a 9
Lessons learned while suspended between two cultures: The life history of a Latina adult educator	Northern Illinois University-2003	2.a,2.c 4.a	Latina 10
A study of the relationship between selected independent variables and the success of Latina/o	Northern Illinois	2.a 4.a	Latina/o 11

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

students at a four year institution of higher learning in the Midwest	University-2000		
Beginning reading: Linguistic units and instructional strategies that facilitate word recognition in Latino kindergarten students who are learning to reading Spanish	University of Houston-2003	1.a,1.b	Latino/a 12
Conversations about reading processes in Spanish and English among six Latino/a eighth graders	University of Houston-2002	2.a 4.a	Latino/a 13
Investigating the cognitive reading strategies and motivation to read of resilient, average, and no-resilient fourth-and fifth-grade Latino English language learners	University of Houston-2002	1.a,1.b	Latino/a 14
Ethnic cleansing in the barrio: A critical ethnography of the politics, practices, and pedantry of schooling urban Latino bilingual students	University of Houston-2001	1.a, 1.b	Latino/a 15
Latino community college transfer students in engineering: Transition experiences and academic success at a large research university	Arizona State-Tempe-2007	1.a,1.b 2.a	Latino/a 16
Successful Latino students: A study of five Mexican American families	Arizona State-Tempe-2006	1.a,1.b	Latino 17
The Latino/a faculty: A perilous journey to the ivory tower in higher education	Arizona State-Tempe-2002	2.a 4.a	Latino/a 18
Popular education: Adult education for Latina's women empowerment	Rutgers-New Brunswick-2005	2.a	Latina/o 19
Schools as resilient organizations: Supporting the mathematical resilience of Latino eight graders	University of California-Berkeley-2007	1.a,1.b	Latino 20
Meaning to read or reading for meaning: Promoting reading comprehension proficiency of Latino English learners IRVINE	University of California-LA & Irvine -2007	1.a,1.b	Latino/a 21
Raising the curtain on theatre arts for Latinos: Finding voice, cultural capital, literacy, and ethnic identity in high school arts theatre classes IRVINE	University of California-LA & Irvine-2007	1.a,1.b	Latino/a 22

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Technology and equity: Explaining differences between elementary teachers use of computers in low-income Latino and middle class-schools IRVINE & UCLA	University of California-LA & Irvine-2007	1.a,1.b	Latino/a 23
Capturing the stories of non-college preparatory Latina/o high school graduates :reclaiming their stake in education and their dreams UCLA	University of California-LA & Irvine-2007	2.a 4.a 5.a	Latina/o 24
Mi fuerza/my strength: The academic and personal experiences of Chicana/Latina transfer students in math and science IRVINE & UCLA	University of California-LA & Irvine-2006	2.a 4.a	Latina/o 25
The road less traveled: Latino students and the impact of studying abroad UCLA	University of California-LA & Irvine-2006	1.a,1.b	Latina/o 26
Identifying characteristics of successful schools in Latino communities IRVINE	University of California-LA & Irvine-2004	1.a,1.b 2.a,2.c	Latina/o 27
Finding their way: Experiences of first-generation Latina graduates UCLA	University of California-LA & Irvine-2004	1.a 2.a	Latina/o 28
Lending a helping hand: Mentoring tomorrow's Latina and Latino leaders into the 21 <sup>st</sup> century UCLA	University of California-LA & Irvine-2004	2.a 4.a 5.a	Latina/o 29
Understanding homework: Latino parent's perceptions UCLA	University of California-LA & Irvine-2002	1.a,1.b	Latino/a 30
Effects of extending mathematics instruction through a Saturday academy to limited English proficient Latino students in low performing schools IRVINE	University of California-LA & Irvine-1999	1.a, 1.b 2.a	Latino 31
Building bridges: Latino immigrant parents explore the home schooling relationship UCLA	University of California-	1.a,1.b	Latino 32

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	LA & Irvine-1999		
Math enrichment to prepare Latino high school students for university level mathematics UCLA	University of California-LA & Irvine-1999	1.a, 1.b	Latino 33
Recruiting teachers of color: College age Latino/a students share their voices and recommendations for educator preparation programs	University of Massachusetts-Amherst - 2007	2.a 4.a 5.a	Latino/a 34
Representin' for Latino students: Culturally responsive pedagogies, teacher identities, and the preparation of teachers for urban schools	University of Massachusetts-Amherst - 2005	1.a,1.b	Latino/a 35
The FotoDialogo Method: Using pictures and storytelling to promote dialogue and self discovery among Latinas within a community based organization in Massachusetts	University of Massachusetts-Amherst-1999	2.a	Latina/o 36
Latina Girls of Puerto Rican origin who Are successful in science and mathematics high school courses	University of Massachusetts-Amherst-1999	2.a 4.a	Latina/o 37
Reflections on the development of learning community among a group of traditional immigrant Latinas	University of New Mexico-2005	2.a,2.c 3.c,3.d 4.a	Latina/o 38
Latino/a students knowledge about American citizenship, citizenship education and relevant socio cultural factors	University of N. Carolina-Chapel Hill-2006	2.a 4.a 5.a	Latino/a 39
The schooling experiences of Latina immigrant high school students	University of N. Carolina-Chapel Hill-2003	2.a 4.a	Latina/o 40
Differences in language learning strategies between male and female and also between Asian and Latino ESL students	University of Tennessee-Knoxville - 2000	1.a,1.b 2.a 4.a	Latino/a 41
Fluid identities, adaptable lives: the impact of	University of	2.a	Latina

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

educational and career experiences on the identity development of Latina corporate managers	Texas-Austin-1999	4.a	42
Latina/os constructing educational leadership: Cultivating the fields of leadership	University of Washington-Seattle-2007	2.a 4.a 5.a	Latino/a 43
Factors influencing the underrepresentation of Latinos in higher education	Texas A & M Kingsville-2006	1.a, 1.b	44



## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

### APPENDIX R LGTBIQ Tetreault coding

Gender focused dissertation	Institution	Tetreault	
The need for a diversity component, specific to gay and lesbian students, in undergraduate teacher preparation programs according to selected eastern North Carolina educators	East Carolina U-2001	2.a 4.a	LGTBIQ 1
Assessing principal's perceptions of heterosexism and homophobia in a large urban public school district	Texas A & M Commerce-2005	4.a	LGTBIQ 2
A case study of the perspectives of gay and lesbian teachers: Overcoming heterosexism and homophobia in the school community	University of Massachusetts-Boston-1999	2.a, 3.a 4.a	LGTBIQ 3
Heteronormativity and teaching: A phenomenological study of lesbian teachers	Florida International U-2002	2.a 3.a 4.a	LGTBIQ 4
The gay and lesbian counseling experience triad: Curriculum, service and satisfaction	Northern Arizona U-2003	2.a 4.a	LGTBIQ 5
Gay and lesbian school administrators: Negotiating personal and professional roles and responsibilities within hetero-normative organizations	Northern Illinois University-2007	2.a 3.a 4.a	LGTBIQ 6
Subcutaneous:The life experience of African American transsexual college students	Northern Illinois University-2007	4.a	LGTBIQ 7
Factors influencing condom use among Latino men who have sex with men	Northern Illinois University -2006	4.a	LGTBIQ 8
Examining the lived experience of out gay and lesbian K-12 educators	San Diego State-2005	2.a	LGTBIQ 9
Lesbian, gay , bisexual and transgender adult and youth perceptions on school safety in central Pennsylvania	Temple University-2006	4.a	LGTBIQ 10
Sexual orientation and multiperspective identity on a small Catholic campus: An analysis of the	Temple University-	3.a 4.a	LGTBIQ 11

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

cultural climate and multicultural organizational change	2001		
Heterosexism within educational institutions: Coping efforts of lesbian, gay and bisexual students in West Texas	Texas Tech U-1998	2.a 3.a 4.a	LGTBIQ 12
The relationship between religious fundamentalism and moral development on homophobia in college undergraduates	Texas Tech U-1998	2.a 4.a	LGTBIQ 13
Complementarity in long term lesbian relationships and non-lesbian female friendships	University of Louisville-2000	4.a	LGTBIQ 14
Constructing the experiences of gay and lesbian high school students in Maine	University of Maine-2005	2.a 4.a 5.a	LGTBIQ 15
The preparation of undergraduate social work students in same faith based institutions for professional practice with gay and lesbian persons: A qualitative study	University of Memphis-2001	2.a 4.a	LGTBIQ 16
A feeling of belonging: Impacts of gay-straight alliances on high school students	Arizona State-Tempe-2007	4.a	LGTBIQ 17
Out of the closet and onto Fraternity Row: An ethnographic study of heterosexism and homophobia in a college fraternity community	Florida State-2006	1.b 3.a,3.b 4.a	LGTBIQ 18
The interrelationship between being lesbian and its impact on community college leadership	Oregon State U-	4.a	LGTBIQ 19
Gay men at midlife and adult learning. An uneasy truce with hetero-normativity	Pennsylvania State-2007	2.a 3.a 4.a	LGTBIQ 20
Gay straight alliances in high schools: A case study of four urban, public schools UCLA	University of California-LA & Irvine-2006	4.a	LGTBIQ 21
Urban cowgirls: How lesbians learn to negotiate the heterosexism of corporate American	University of Georgia-2000	2.a 3.a	LGTBIQ 22
Living outside the circle: the politics of HIV/AIDS education and the disenfranchisement of HIV-negative gay men	University of Georgia-1999	4.a	LGTBIQ 23
Strangers in good company: The accuracy of student's perception of peer attitudes towards gays, lesbians and bisexuals	University of Massachusetts-Amherst -2006	4.a	LGTBIQ 24
Off that spectrum entirely: A study of female-bodied transgendered-identified individuals	University of Massachusetts	2.a 3.a	LGTBIQ 25

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	ts-Amherst-2003	4.a 5.b	
A description of gay/straight alliances in the public schools of Massachusetts	University of Massachusetts-Amherst-2000	4.a	LGTBIQ 26
A multicultural organization development examination of school based change strategies to address needs of gay youth	University of Massachusetts-Amherst - 1998	4.a	LGTBIQ 27
Re-Sallying Quids: Resilience of queer youth in school	University of Michigan - 2001	3.a 5.b	LGTBIQ 28
Activism for LGTB rights: How participation affects the lives of activist educators	University of N. Carolina-Chapel Hill-2005	4.a	LGTBIQ 29
Attitudes of educators/administrators towards lesbian, gay, bisexual and transgendered students	University of Tennessee-Knoxville-2002	3.a	LGTBIQ 30
Lesbian, gay, bisexual, and transgender equity issues: A study of preservice teacher's perceptions of current practices in teacher education	Washington State-2002	4.a	LGTBIQ 31
The impact of youth centered groups on the self-efficacy of gay and lesbian youth	Washington State-2000	4.a	LGTBIQ 32

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

### APPENDIX S. Tetreault coding TITLE IX

Gender focused dissertation	Institution	Tetreault	
Complying with <u>Title IX</u> : An analysis of emergent leadership issued in an NCAA Division I Institution	Indiana U of PA-2005 2	2.a	Title IX 1
Has <u>Title IX</u> enforcement had an adverse effect on the number of participation opportunities at NCAA Division I institutions for male student athletes?	Tennessee State-2003 11	1.a,1.b	Title IX 2
The effectiveness of NCAA Division I athletes program leadership in assuring <u>Title IX</u> Compliance	Northern Arizona U-2000 13	2.a	Title IX 3
<u>Title IX</u> Compliance: A comparative analysis of the perceptions of athletic directors represented in the NEW Jersey State Interscholastic Athletic Association (NJSIAA) and athletic directors represented in the National Collegiate Athletic Association (NCAA) division III	Temple University-2000 24	2.a	Title IX 4
A history and analysis of sports related <u>Title IX</u> legislation and litigation from 1972 to 1997	University of Alabama-1998	2.a,2.b	Title IX 5
An analysis of the perception of the degree of compliance of selected Texas public high schools with <u>Title IX</u> of the Education Amendments of 1972	University of N. Texas-2005	2.a 4.a	Title IX 6
The post <u>Title IX</u> generation: Perceptions and experiences of gender equity among new university faculty	University of Oregon-2004	2.a, 2.b 3.c	Title IX 7
Teams on paper: <u>Title IX</u> compliance in the Maryland Junior College Athletic Conference <sup>d</sup>	University of Delaware-1998	2.a	Title IX 8
<u>Title IX</u> compliance and Georgia high school athletic programs	University of Georgia-1999	2.a 3.a,3.b 4.a	Title IX 9
Athletic gender equity policy: The potential for United States <u>Title IX</u> directives in Canadian universities	University of Nebraska-2006	2.a	Title IX 10
<u>Title IX</u> intent vs action: Compliance and equity in Allegheny public schools	University of Pittsburgh-2000	2.a, 2.c	Title IX 11
Women in collegiate sports: The struggle for equity	University	2.a, 2.b,	Title IX

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

since the 1972 <u>Title IX</u> Education Amendment	of Pittsburgh-1998	2.c	12
<u>Title IX</u> compliance in Virginia high schools <sup>d</sup>	Virginia Polytechnic & State U-2006	2.a	Title IX 13
Perceptions of <u>Title IX</u> and gender equity: The influence of life histories, sports experiences and campus initiatives	SUNY Binghamton-2006	2.a 3.a, 3.b, 3.c 5.a, 5.b	Title IX 14
Historical comparison of Florida and national Title IX compliance trends in high school sports from 1985-2005	U of Central Florida-2007	2.a	Title IX 15

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

### APPENDIX T. Tetreault coding FEMINIST

Gender focused dissertation	Institution	Tetreault	
An inquiry into the experiences of the African American women principal: Critical race theory and Black <u>feminist</u> principles	Georgia Southern U-2004	2.a, 2.c 4.a	Feminist 1
Postmodern <u>feminist</u> pedagogy in a first-year writing class	Georgia Southern U-2003	4.a 5.a	Feminist 2
Women in public middle school administration in Georgia: A <u>feminist</u> analysis of the perceptions of women in power	Georgia Southern U-2001	2.a 3.a,3.b, 3.d	Feminist 3
Pre-service teacher's beliefs about teaching and learning before, during and after the application of <u>feminist</u> pedagogies	Texas A & M Commerce-2000	2.a	Feminist 4
<u>Feminist</u> and Eugenicist thinking in a woman educator: The case of Leta Stetter Hollingworth <sup>af</sup>	Indiana U Purdue-2003	2.a,2.b,2. c	Feminist 5
Empowerment of low-income women in India: Emergent <u>feminist</u> grassroots leaders in Ahmedabad, Gujarat	Northern Illinois University-2006	2.a 3.a 4.a 5.b	Feminist 6
Coming into their own: A study of a <u>feminist</u> adult education program in Esteli, Nicaragua	Northern Illinois University-2003	2.a, 2.b 3.c	Feminist 7
An investigation into the illustrations of Snow White and her stepmother in selected retellings of "Snow White and the Seven Dwarfs" from 1882 to 1996:A <u>feminist</u> inquiry <sup>af</sup>	Northern Illinois University-2001	2.a 3.a 5.b	Feminist 8
A <u>feminist phase</u> theory exploration of the development of levels of gender awareness in the superintendency	Oklahoma State-Main-2000	2.a 3.a 5.b	Feminist 9
The selection of high school principals: An examination of the process using <u>feminist</u> phase theory	Oklahoma State-Main-1999	2.a 3.a 5.b	Feminist 10
A postmodern <u>feminist</u> text analysis of the pedagogy of popular craft	Oklahoma State-Main-	3.a,3.b, 3.c	Feminist 11

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	1998		
In their own voices: The impact of the <u>feminist</u> movement in adult education	University of Southern Mississippi-2005	5.a	Feminist 12
A sense of entitlement to self in relationships: An elaboration of attachment and <u>feminist</u> object relations theory	Western Michigan University-1998	2.a 4.a	Feminist 13
Feminist popular education in Latin American: A case study on the political empowerment of women in the Dominican republic	SUNY-Albany-1999	2.a 4.a	Feminist 14
African-American women in school psychology: The sociological framework of Black <u>feminist</u> thought and development of role in practice	University of Cincinnati-1998	2.a 4.a	Feminist 15
Negotiating <u>feminist</u> interests in elementary and secondary schools	University of Georgia-2002	2.a 3.a 5.b	Feminist 16
Making science accessible through collaborative science teacher action research on <u>feminist</u> pedagogy	University of Massachusetts-Amherst-2002	2.a 4.a	Feminist 17
Adult literacy clients as authors: A <u>feminist</u> poststructuralist perspective	University of Massachusetts-Amherst-2000	2.a 3.a 5.b	Feminist 18
Brick walls and broken mirrors: A case study of <u>feminist</u> and critical pedagogy in graduate adult education	University of S. Carolina-Columbia-2001	4.a 5.a	Feminist 19

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

### APPENDIX U. Male gender focused dissertations citing ethnicity

<i><b>Dissertation Title</b></i>	<i><b>DRU-Institution</b></i>	<i><b>#</b></i>	<i><b>Ethnicity</b></i>	
The Church of the United Brethren in Christ support of the community education work of Moy Ling among the Chinese on Portland Oregon, 1882-1931: Implications for a missological understanding of partnership <sup>am</sup>	Ball State U-2005 2	1	Chinese	Neutral/+
The under-representation of African American males in academically gifted programs: The perceptions of teachers and administrators of barriers to identification	East Carolina U-2007 1	2	Black	Neutral/+
Knowledge and perceptions held by Latino parents regarding the educational services for LEP children with disabilities	Illinois State U-1999 1	3	Latino	Neutral/+
The impact of preparedness, self-efficacy and math anxiety on the success of African American males in developmental mathematics at a community college	Morgan State U-2007	4	Black	Def/Dev
Factors affecting retention of 1 <sup>st</sup> year Latino students in a private university	Morgan State U-2006	5	Latino	Neutral/+
Why can't brother man stay in school: A phenomenological study of Black male student attrition at a Black commuter college	Morgan State U-2004	6	Black	Def/Dev
In their own words: A phenomenological investigation of the lived experiences of selected African-American male early school leavers in Washington D.C.	Morgan State U-2003	7	Black	Neutral/+
A causal comparative study of instructional programs on the mathematical achievements of elementary school African American male students	South Carolina State-2005	8	Black	Neutral/+
The effects of group counseling compared with individual counseling in the reduction of at-risk behaviors using grade point average, discipline referrals and attendance among 6 <sup>th</sup> grade Black males	South Carolina State-2005	9	Black	Neutral/+
The impact of locus of control on the academic achievement of African American males	South Carolina State-2003	10	Black	Def/Dev



## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

The attitudes of rural eighth grade Black males towards academic learning and it's impact on academic achievement	South Carolina State-2002	11	Black	Def/Dev
Group counseling compared with individual counseling in the reduction of at risk behaviors in Black male students	South Carolina State-2001	12	Black	Neutral/+
Teacher perception of verbal reinforcement versus tangible reinforcement with regard to academic achievement for the African-American middle school male	Tennessee State-2003	13	Black	Neutral/+
The retention of Black male students in Texas public community colleges	Texas A & M Commerce -2001	14	Black	Neutral/+
Black male student achievement: A synthesis of research in the "Journal of Negro Education"	Texas A & M Commerce -1998	15	Black	Neutral/+
Factors influencing the underrepresentation of Latinos in higher education	Texas A & M Kingsville -2006	16	Latino	Neutral/+
Factors that influence the future of African American males in higher education in the State of Texas	Texas Southern-2001	17	Black	Neutral/+
The effects of early violence intervention on aggression and anti-social behavior among African-American males	Texas Southern	18	Black	Def/Dev
The relationship between self-esteem, campus climate and parental involvement on academic achievement of African American boys	Texas Southern	19	Black	Def/Dev
An investigation into the perceptions of Latino parents of young children in urban, suburban and rural school settings	Texas Woman's University -2001	20	Latino	Neutral/+
The kids on the other side of the hallway: Teacher's perspectives of the academic achievement of Latino English language learners	University of Massachusetts-Boston-2007	21	Latino	Neutral/+

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Establishing classroom contacts and interactions: White educators' attitudes about early adolescent Black males	University of Massachusetts-Boston-2006	22	White Black	Neutral/+
Veteran teacher attitudes towards Blacks and Latinos in urban self-contained special education high school classrooms	University of Massachusetts-Boston-2005	23	Black Latino	Neutral/+
The involvement of African American Fathers in the educational lives of their young children: Beliefs, practices, and experiences in one elementary school	University of Massachusetts-Boston-2004	24	Black	Neutral/+
Factors that motivate Hispanic middle school males to achieve academically	University of Massachusetts-Lowell-2005	25	Hispanic Latino	Neutral/+
Exploratory study of the effects of parent training on increasing Hispanic/Latino parent's understanding, participation and satisfaction with the Individual Education Program meeting	U of N. Carolina-Charlotte-2007	26	Hispanic Latino	Neutral/+
African-American males: What do schools and teachers do to enhance academic achievement	U of N. Carolina-Charlotte-2002	27	Black	Neutral/+
A case study: An examination of literary transaction of four Chinese-American male children responding to selected children's books	U of Northern Colorado-1998	28	Chinese	Neutral/+
Latino student leader perceptions of social integration, academic success, and persistence on college campuses	University of South Dakota-2003	29	Latino	Neutral/+

# GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

<i>Dissertation Title</i>	<i>RUH-Institution</i>	<i>#</i>	<i>ethnicity</i>	
Lasting legacies: The effects of natural mentors in the lives of at risk African –American male adolescents	Bowling Green State-2006	30	Black	Neutral/+
The impact of reading instructional methodology on student achievement of Black males based on the Florida comprehensive assessment test	Florida Atlantic Boca 2006	31	Black	Neutral/+
A comparison of academic success variables of Black male high school graduates with other racial and gender populations in the Broward County School district Florida	Florida Atlantic Boca	32	Black	Neutral/+
Raising Abel: What do African American single mothers do to raise successful African American middle school boys	Indiana U Purdue-2003	33	Black	Def/Dev
Non United States born Latinos: A study of perceptions of barriers and catalysts to educational success at a rural New Mexico Community college	New Mexico State-Main-2007	34	Latino	Neutral/+
A case study on language proficiency with Latino students in dual language setting	New Mexico State-Main-2000	35	Latino	Neutral/+
An analysis of adult African American men's perceived susceptibility of prostate cancer and perceived benefits and barriers to participation in early detection methods: Implications for community-based health promotion	Northern Illinois-2007 University	36	Black	Neutral/+
A study of the relationship between resiliency attitudes and selected risk factors of gang involvement in adult Honduran males	Northern Illinois University -2005	37	Honduran Latino	Def/Dev
College Latino students: Cultural integration, retention, and successful completion	Northern Illinois University -2005	38	Latino	Neutral/+

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

The African American church as a provider of nonformal adult education in the Chicago community under the leadership of Pastor William Samuel Winston	Northern Illinois University -2005	39	Black	Neutral/+
Exploring identities: An enquiry into the identity reconstruction of adult immigrants of Filipino heritage with implications for adult ESL programs	Northern Illinois University -2004	40	Filipino	Neutral/+
School organization of successful alternative high schools serving Latino students in Chicago	Northern Illinois University -2004	41	Latino	Neutral/+
Reaching and teaching the African-American male: Curriculum, learning styles, teacher belief systems and practices	Northern Illinois University -2001	42	Black	Neutral/+
Measuring the effectiveness of an Afrocentric male mentoring program with adolescent African American males	Northern Illinois University -2000	43	Black	Neutral/+
There are no crystal stairs here: A study of African-American males in traditional and non traditional program in a predominately White institution of higher education	Northern Illinois University -2000	44	Black	Neutral/+
Social cognition and language: Abusive language and the African –American male juvenile transgressor	Northern Illinois University -1999	45	Black	Def/Dev
Malcolm X: An intellectual aesthetic for Black adult education <sup>am</sup>	Northern Illinois University -1998	46	Black	Neutral/+
African-American male per-service teachers' perceptions of elementary education: A multiple case study	Oklahoma State-Main-2002	47	Black	Neutral/+
Factors that foster academic resilience in African American male middle school students	University of	48	Black	Neutral/+

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

from low-socioeconomic, single parent homes	Alabama-1999			
Factors that contribute to hazing practices by collegiate Black Greek letter fraternities during membership intake activities	University of Arkansas-Main-2006	49	Black	Def/Dev
An examination of time use patterns influence on achievement among African American and Hispanic male high school student athletes	University of Central Florida-2007	50	Black	Neutral/+
An exploration of the factors contributing to stress and burnout in male Hispanic middle school teachers	University of Houston-2006	51	Hispanic Latino	Neutral/+
Beginning reading: Linguistic units and instructional strategies that facilitate word recognition in Latino kindergarten students who are learning to reading Spanish	University of Houston-2003	52	Latino	Neutral/+
Conversations about reading processes in Spanish and English among six Latino/a eighth graders	University of Houston-2002	53	Latino	Neutral/+
Investigating the cognitive reading strategies and motivation to read of resilient,average, and no-resilient fourth-and fifth-grade Latino English language learners	University of Houston-2002	54	Latino	Neutral/+
Ethnic cleansing in the barrio: A critical ethnography of the politics, practices, and pedantry of schooling urban Latino bilingual students	University of Houston-2001	55	Latino	Neutral/+
A comparison of Latino college graduates and dropouts with regard to self-efficacy	University of Houston-2001	56	Latino	Neutral/+
Examining the use of cognitive reading strategies in Spanish and English by Latino 4 <sup>th</sup> grade students in a late-exit bilingual program	University of Houston-2000-	57	Latino	Neutral/+

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

A qualitative investigation of the short term reentry experiences of male Indian graduate students studying in the United States	University of Houston-1999	58	Indian	Neutral/+
Latino parents perceptions about school and home related literacy practices	University of Houston-1999	59	Latino	Neutral/+
John Henryism and occupational stress among African American higher education faculty <sup>am</sup>	University of Houston-1998	60	Black	Neutral/+
Working class and working college: A case study of first generation working class, first year white male college students	University of Louisville-2002	61	White	Neutral/+
An analysis of the characteristics that lead to the disenfranchisement of African Males between the ages of 18 to 35	University of Memphis-2004	62	Black	Neutral/+
Perspective transformation among mainland Chinese fathers interacting with the American K-12 educational system	University of Memphis-2004	63	Chinese	Neutral/+
Designed for failure: An analysis of African American male students perception of the failure of traditional school structures to successfully educate them	University of Missouri-Kansas City-2007	64	Black	Neutral/+
Social reconstruction of African American males at an urban middle school	University of N.Carolina – Greensboro-2006	65	Black	Neutral/+
Through their eyes: A look at the achievement and success of selected African American male youths	University of N.Carolina	66	Black	Neutral/+

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	a – Greensboro-2006			
An examination of the graduation rates of the Division I African American male basketball student-athlete	University of Texas-El Paso-2004	67	Black	Neutral/+
The present status of geography education in boy's intermediate schools of Riyadh, Saudi Arabia	West Virginia University-2001	68	Saudi	Neutral/+
<b><i>Dissertation Title</i></b>	<b><i>RUVH-Institution</i></b>	<b><i>F</i></b>		<b><i>#</i></b>
Latino community college transfer students in engineering: Transition experiences and academic success at a large research university	Arizona State-Tempe-2007 1	69	Latino	Neutral/+
Successful Latino students: A study of five Mexican American families	Arizona State-Tempe-2006 2	70	Latino	Neutral/+
The personal and academic success of African American males with specific learning disabilities	Arizona State-Tempe-2004 4	71	Black	Neutral/+
Profiles of Black Latinos in the academe: The identity dilemma and the perception of self	Arizona State-Tempe-2002 6	72	Black Latino	Neutral/+
The way out: African American male student athletes in higher education	Arizona State-Tempe-2001 7	73	Black	Def/Dev
The impact of home environment of Black males not pursuing higher education between 18-22	Arizona State-Tempe-1998	74	Black	Def/Dev

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	8			
A qualitative study of resilience among African-American adolescent male students in North Carolina	North Carolina State-Raleigh-2003 2	75	Black	Neutral/+
Coping strategies: Adjustment, and persistence among Black men attending predominately White colleges and universities	Rutgers-New Brunswick-2004 2	76	Black	Def/Dev
Factors that foster academic resilience in African American male middle school students from low socioeconomic single parent homes	U Alabama Birmingham 1999 1	77	Black	Def/Dev
Educational leadership for school change: Stories by six Latino elementary school principals	University of Arizona-2004 1	78	Latino	Neutral/+
Schools as resilient organizations: Supporting the mathematical resilience of Latino eight graders	University of California-Berkeley-2007 1	79	Latino	Neutral/+
Effective library education for the inner city African-American male: Key elements of a technology based program	University of California-Berkeley-2005 2	80	Black	Neutral/+
Effect of Hispanic national origin on salary differential for male elementary school principals: A structural analysis to explore the existence of implications	University of California-Davis-2006 1	81	Latino Hispanic	Neutral/+
Latinos and access to higher education: Factors that prevent pursuit of a college degree in California rural San Joaquin Valley	University of California-Davis-2002 2	82	Latino	Neutral/+



## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Raising the curtain on theatre arts for Latinos: Finding voice, cultural capital, literacy, and ethnic identity in high school arts theatre classes IRVINE	University of California -LA & Irvine-2007 1	83	Latino	Neutral/+
Technology and equity: Explaining differences between elementary teachers use of computers in low-income Latino and middle class-schools IRVINE & UCLA	University of California -LA & Irvine-2007	84	Latino	Neutral/+
The road less traveled: Latino students and the impact of studying abroad UCLA	University of California -LA & Irvine-2006	85	Latino	Neutral/+
Identifying characteristics of successful schools in Latino communities IRVINE	University of California -LA & Irvine-2004	86	Latino	Neutral/+
Understanding homework: Latino parent's perceptions UCLA	University of California -LA & Irvine-2002	87	Latino	Neutral/+
Fourth and fifth grade Latino students perceptions of a student at a university: An examination of children's drawings and their relationship to participation in an after school club with university mentors IRVINE	University of California -LA & Irvine-2001	88	Latino	Neutral/+
An after school program for at -risk African American boys UCLA	University of California -LA & Irvine-	89	Black	Def/Dev

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	2000			
Effects of extending mathematics instruction through a Saturday academy to limited English proficient Latino students in low performing schools IRVINE	University of California -LA & Irvine-1999	90	Latino	Neutral/+
Building bridges: Latino immigrant parents explore the home schooling relationship UCLA	University of California -LA & Irvine-1999	91	Latino	Neutral/+
Math enrichment to prepare Latino high school students for university level mathematics UCLA	University of California -LA & Irvine-1999	92	Latino	Neutral
Brother where art thou? An examination of the under representation of African American male educators	University of Cincinnati-2006	93	Black	Def/Dev
Where do we go from here? Understanding the impact of racism and its influence on African American male superintendents	University of Cincinnati-2006	94	Black	Neutral/+
A comparative study of addicted African American males in two drug court programs	University of Cincinnati-1999	95	Black	Def/Dev
A descriptive study of the process that occurs when adolescent African American males are engaged in the study of multiethnic literature	University of Cincinnati-1999	96	Black	Neutral/+
Learning and schooling experiences of Black, deaf and hard-of-hearing adult male learners: A narrative analysis	University of Georgia-2003	97	Black	Neutral/+

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

A comparative study of the perceived experience of black male student athletes attending a historically Black university compared to those attending a predominately white university	University of Kentucky-2003	98	Black	Neutral/+
Exploring the relationship between personal motivation, persistence, and resilience and their effects on academic achievement among different groups of African-American males in high school	University of Maryland -2005	99	Black	Def/Dev
Representin' for Latino students: Culturally responsive pedagogies, teacher identities, and the preparation of teachers for urban schools	University of Massachusetts-Amherst -2005	100	Latino	Neutral/+
The psychodynamics of white racism: an historical exploration of white racial pathology as elicited by prizefighters Jack Johnson and Mohammed Ali <sup>am</sup>	University of Massachusetts-Amherst -2005	101	White	Def/Dev
Listening to the voices of inner city, low income, 12 <sup>th</sup> grade, Black males: A phenomenological study if their educational experiences	University of Massachusetts-Amherst-2004	102	Black	Neutral/+
Perceptions of Black male students and their parents about the academic achievement gap between Black and white students at the elementary school level	University of Massachusetts-Amherst-2002	103	Black	Neutral/+
Perceptions of young African American males about rap music and its impact on their attitudes about women	University of Massachusetts-	104	Black	Def/Dev

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

	Amherst-1999			
A survey of elementary teacher attitudes: perceptions and knowledge of African American male language usage in fourth grade classrooms	University of Missouri-Columbia-2005	105	Black	Neutral/+
Factors that influence Omaha public schools African-American and Caucasian males decisions to become educators	University of Nebraska-2003	106	Black White	Neutral/+
How teachers in a resiliency building school promote resiliency within African American male students	University of N. Carolina-Chapel Hill-2006	107	Black	Neutral/+
A multi-year study of the impact of retention on elementary African American males achievement in math and reading in one North Carolina School District	University of N. Carolina-Chapel Hill-2005	108	Black	Neutral/+
Social capital: The link that bridges risk to resilience in primary grade African American males	University of Pittsburgh-2000	109	Black	Neutral/+
The relation between the perceptions of sixth and seventh grade African American males and the perceptions of their teachers of academic ability, motivation, attitudes and efforts	University of S. Carolina-Columbia-1998	110	Black	Def/Dev
Ethnically diverse principals and male Hispanic superintendents' perceptions of the superintendent's leadership	University of Texas-Austin-2006	111	Hispanic Latino	Neutral/+
African American male participation at Tomball college: Barriers, outreach and retention	University of Texas-Austin-2004	112	Black	Neutral/+

## GENDER REPRESENTATIONS IN ED.D. DISSERTATIONS

Challenges of studying attributes associated with African American males who are not successful with testing measures	Virginia Polytechnic & State U-2002	113	Black	Def/Dev
Non-verbal behaviors of effective teachers of at-risk African American male middle school students	Virginia Polytechnic & State U-2000	114	Black	Neutral/+
A qualitative study on the role of African American fathers and their influence on their child's early literacy development	Wayne State U - 2005	115	Black	Neutral